



**THE RELATIONSHIP BETWEEN THE TALENT MINDSET AND
ORGANISATIONAL COMMITMENT OF ACADEMIC HEADS OF
DEPARTMENTS**

By

SHELLEY ANN VILJOEN (MALHERBE)

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Supervisor: Prof. Karel Stanz

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CONCEPT DECLARATION

I, **Shelley Ann Viljoen (Malherbe)** hereby declare that **“The relationship between the talent mindset and organisation commitment of academic heads of departments”** is my own work. All the resources I used for this study are cited and referred to in the reference listing of the comprehensive referencing system.

I declare that the content of this dissertation has not been used before for any qualification at any tertiary institute.

Shelley Ann Viljoen

ABSTRACT

THE RELATIONSHIP BETWEEN THE TALENT MINDSET AND ORGANISATIONAL COMMITMENT OF ACADEMIC HEADS OF DEPARTMENTS

by

Shelley Ann Viljoen (Malherbe)

Supervisor: Prof. Karel Stanz

Department: Human Resources Management

Degree: M.Com Industrial Psychology

Orientation – *Talent mindset* (TM) and *organisational commitment* (OC) are two separate constructs and it appears that a positive relationship exists between these two constructs.

Research Purpose – The study aims to determine the relationship between the talent mindset and organisational commitment of academic heads of departments.

Motivation for the Study – There is a vast problem in the higher education sector with regards to retaining academic staff members. In order for higher education institutions to attract and more specifically retain academic talent, one needs to implement a sound talent management model. Before such a model can be implemented with success, the organisation first needs to have a positive talent mindset. The relationship between talent mindset and organisational commitment may provide a means to develop appropriate interventions or strategies in order to enhance the talent mindset by focusing on improving the organisational commitment and *vice versa*.

Research Design, Approach and Method – Two instruments, namely the Talent Mindset Index (TMI) and Organisational Commitment Questionnaire (OCQ), were administered to a sample of 116 heads of departments at a leading university in South Africa, 53 completed questionnaires were obtained. The responses were analysed using correlation analysis and quantitative techniques.

Main Findings – Results confirm that the presence of OC is associated with a positive TM

Practical / Managerial Implications – The study provides evidence that there is a correlation between OC and the TM of academic heads of departments. Thus, if management utilises existing techniques to increase OC, this should lead to the enhancement of the head of departments' TM. The enhanced TM would equip them to implement a talent management model to attract and retain academic staff.

Contribution / Value Add – By enhancing the TM of the heads of departments through utilising existing techniques to increase OC, management should be in a stronger position to implement a talent management model effectively.

Keywords – talent mindset, organisational commitment, talent management, academic heads of departments

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THE RELATIONSHIP BETWEEN THE TALENT MINDSET AND ORGANISATIONAL COMMITMENT OF ACADEMIC HEADS OF DEPARTMENTS

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

“Without well qualified and committed academic staff, no academic institution can really ensure sustainability and quality over the long haul.” (Altbach, 1991; Pienaar, 2005 cited in Pienaar & Bester, 2008). This suggests that the individuals who have the skills to make a difference to the current as well as the future performance of an organisation, also known as the “talent”, should be retained in order to ensure sustainability in the organisations (Morton, 2008). It is therefore necessary for an organisation to implement a proper talent management model, for this focuses on retention (i.e. keeping the employee), development and motivation of talent

According to the Chartered Institute of Personnel and Development (CIPD, 2006, cited in Welby-Cooke, 2010) “organisations world-wide are focusing on optimising their talent management practices in the hope that this will provide them with the ability to engage talent in the workplace” (CIPD, 2006, cited in Welby-Cooke, 2010). A lot of these organisations are failing at these efforts, the point that organisations are missing may be the evaluation of their talent mindsets (Welby-Cooke, 2010). Therefore it is imperative for organisations to first determine what their talent mindsets are before a proper talent management model can be developed and implemented.

According to Steinhaus and Perry (1996, cited in Lesabe & Nkosi, 2007), organisational commitment is a term widely used in literature and it is evident when employees are committed they tend to be proud to be members of their organisations and they take the values and goals of the organisations to heart. This in turn tends to lead to higher levels of productivity and performance (Steinhaus & Perry, 1996, cited in Lesabe & Nkosi, 2007). It is a known fact that low productivity, turnover and absenteeism are a costly challenge for

organisations, thus it is important for organisations to determine what affects organisational commitment and to nurture it accordingly (Nasurdin, Ramayah & Hemdi, 2005, cited in Lesabe & Nkosi, 2007).

Numerous research studies have been conducted on the concept of organisational commitment but less on the construct of talent mindset (Altbach, 1991, CIPD, 2006, Nasurdin, Ramayah & Hemdi, 2005; Kollrud, Pienaar, 2005, Steinhaus & Perry, 1996, Welby-Cooke, 2010). Nevertheless, less research has been conducted on these two constructs in the higher education environment. There also seems to be a distinct lack of research specifically on the relationship between organisational commitment and talent mindset in the higher education environment to date. The goal of this study is thus to fill the gap in the literature in terms of what the relationship between these two constructs entail. Higher education institutes may then also be able to use these findings to influence their leaders towards having a talent mindset by focussing on their organisational commitment. This will ultimately have an influence on the institution's readiness and willingness to implement talent management practices to ensure the attraction and retention of academic staff.

1.2 PROBLEM STATEMENT AND RESEARCH PURPOSE

Although some researchers (Ashton & Morton, 2005; Kollrud, n.d; Michaels, Handfield-Jones & Axelrod, 2001) have done studies on the talent mindset in organisations in the USA, little is known on the talent mindset of organisations in South Africa. Various studies have been done regarding organisational commitment in the South African context (Coetzee & Rothmann, 2005, Lesabe & Nkosi, 2007). However, to date, after an extensive search of the SABINET database, it seems as though no research has been conducted specifically on the relationship between talent mindset and organisational commitment in the context of South African higher education institutions.

The purpose of the current study is to explore whether the heads of departments (hereafter abbreviated as HODs) in a higher education institution in South Africa have a talent mindset and whether a relationship exists between their talent mindset and organisational commitment.

The question that this study will focus on is:

What is the relationship between talent mindset and organisational commitment in a leading higher education institution in South Africa?

1.3 RESEARCH OBJECTIVES

The following specific objectives will guide the study:

- To identify whether a relationship between the talent mindset and the organisational commitment exists amongst the heads of departments in a higher education institution in South Africa.
- To investigate the talent mindset of heads of departments in a higher education institution in South Africa.
- To investigate the organisational commitment of the heads of departments in a higher education institution in South Africa.

From the above mentioned objectives, an integrative hypothesis for the empirical research is formulated as follows:

Hypothesis 1: There is a statistical significant relationship between talent mindset and organisational commitment

Note that the above hypothesis is constructed in a non-directional way. This is based on the fact that to date no evidence could be found to support this particular relationship in relevant literature.

The secondary objectives of the empirical research are:

- To determine if gender has an impact on the talent mindsets and organisational commitment of HODs

- To determine if race has an impact on the talent mindsets and organisational commitment of HODs
- To determine if age has an impact on the talent mindsets and organisational commitment of HODs
- To determine if years of employment has an impact on the talent mindset and organisational commitment of HODs;
- To determine if there is a relationship between the respondents feeling motivated in their current position and their organisational commitment.

Different sub-hypotheses will be formulated to test the specific secondary objectives.

In addition to the empirical research objectives, secondary objectives of the literature review are as follows:

- To define the construct of *talent mindset*;
- To define the construct of *organisational commitment*;
- To review relevant aspects of *talent management*;
- To review the literature on current challenges that higher education institutions face in terms of talent management processes;

1.4 IMPORTANCE AND BENEFITS OF THE STUDY

From a theoretical perspective and as indicated in the problem statement, no particular study has been done on the relationship between talent mindset and organisational commitment of the heads of departments in higher education institutions in South Africa. Furthermore, there is a lack of research done on the construct of talent mindset, thus this study will be a valuable addition to the limited research literature.

From a practical perspective, there is a vast problem in the higher education sector with regards to retaining academic staff members due to competition of the businesses in the private sector, who offer better remuneration and benefit packages (Pienaar & Bester, 2008). According to Simmons (2002), skills, knowledge and experience of academic

members are difficult to replace because these tendencies have been developed over a long period of time. In order for higher education institutions to attract and more specifically retain academic talent one needs to implement a sound talent management model. Before such a model can be implemented with success, the organisation first needs to have a positive talent mindset. If an organisation does not have the understanding as to why a talent management model is needed and does not have a positive mindset towards talent management, the model will not be effective and no results will follow. Furthermore, if a positive relationship exists between the talent mindset and the organisational commitment of the heads of department, then one could use this as a means to develop appropriate strategies in order to enhance the talent mindset by focusing on improving the organisational commitment and *vice versa*.

Therefore it is of utmost importance to determine what the current state of higher education's talent mindset and organisational commitment is, in order to develop and implement a sound talent management model accordingly, to gain a competitive advantage. Welby-Cooke (2010) stated the following: "If an organisation has a mindset that talent is considered as crucial to business success, one can assume that this mental attitude will result in investing a large amount of effort into retaining talent and that there would be practices to reinforce the mindset." If a talent mindset is not evident amongst the heads of department one needs to investigate which factors have led to this outlook towards talent management. Steps can then be taken towards implementing programs which focus on developing a positive talent mindset so that academic talent can be retained and consequently, to win the war for talent (Michaels, Handfield-Jones, & Axelrod, 2001).

In the following section the delimitation, assumptions and definitions of key terms of this study will be discussed. This chapter will conclude with the chapter outline of the entire study.

1.5 DELINEATION AND ASSUMPTIONS RELATING TO THE SCOPE OF STUDY

1.5.1 Delineations

The proposed study has a couple of delineations relating to its scope of study. Firstly, it will be exclusively limited to the context of heads of departments in a leading university in South Africa. These heads of departments (HODs) are also only the academic head of departments and no support service employees or non-academic employees will be included in this study. Furthermore, this study has been proposed to specifically grasp an understanding of the talent mindset and organisational commitment of HODs in South Africa.

This research study forms part of the SANPAD (The South Africa-Netherlands Research Programme on Alternatives in Development) research study with the title “Attraction, Development and Retention of Academic Talent for Sustainability in South African Higher Education Institutions”. At the commencement of this particular study some ethical consent for the SANPAD project were still in the process of approval from the participating higher education institution. Hence, only one leading university was used as a sample group as a benchmark for the purposes of this study.

In terms of the literature this study is limited to organisational commitment and talent mindset alone. Therefore no variations on organisational commitment and talent mindset will be discussed except for the construct of talent management in which talent mindset forms the basis.

Lastly, this study’s literature will be limited to the discipline of industrial and organisational psychology as well as human resource management and all the categories that fall within these two disciplines.

1.5.2 Assumptions

This research proposal is based on the following assumptions:

Firstly, it is assumed that the participants for this study from a leading university in South Africa with the title of HOD, will in fact have the role and overall responsibility for leading and managing a department supported by relevant academic and support teams.

The second assumption is that the terms *talent mindset* and *talent management* might not be clear to all HODs. It is assumed that, despite of the preceding fact, they will be able to understand and truthfully complete the questionnaires without the help of the researcher.

The last assumption is that a survey research approach is a sufficient research method in collecting data for this study.

1.6 DEFINITIONS OF KEY TERMS

The study involves a number of key terms namely, *talent mindset*, *organisational commitment*, *higher education* and *talent management*. The manner in which these key concepts are defined for the purpose of this study is considered below.

Head of department: The heads of departments (HOD) are typically the staff members that contribute to the overall success of a University by directing the academic and business development of the department they oversee. They ensure that the academic structures of universities and the academic programmes are suitable to the university as a whole as well as the specific department. The HOD is ultimately responsible for the management and leadership of his or her department which includes support as well as academic staff members (University of Adelaide, 2002).

Higher education: For the purposes of this research study, higher education will be defined as institutions where learning takes place after high school. Thus it is the place where undergraduate and post graduate courses are available for students.

Organisational commitment: A concise definition of organisational commitment is defined by Lesabe and Nkosi (2007, p.36) as follows: “Organisational commitment is a psychological state that binds the individual to the organisation.”

Talent management: Talent mindset (defined below) is a category that falls under the broad term “talent management” therefore talent management will also be discussed in this paper. According to DDI (Development Dimensions International, Inc) talent management can be defined “as a mission critical process that ensures organizations has the quantity and quality of people in place to meet their current and future business priorities” (Wellins, Smith, & Erker, n.d., p.2).

Talent mindset: There are several different terms to describe talent mindset but for the purpose of this study the definition of Michaels, Handfield-Jones and Axelford (2001) will be used. They define talent mindset as “the passionate belief that if an organisation wants to achieve their goals and gain a competitive advantage, talent is imperative.”

Table 1 outlines the meaning of the abbreviations used in this study.

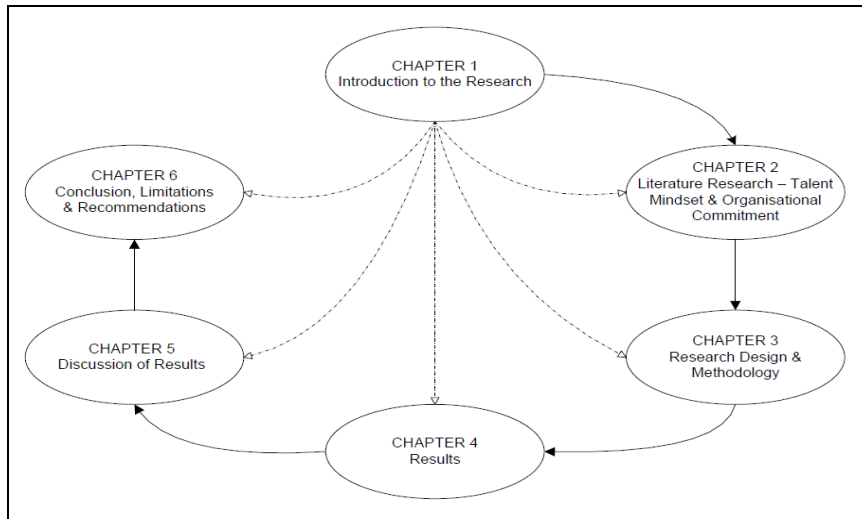
Table 1: Abbreviations used in this document

Abbreviation	Meaning
HOD	Head of Department
HR	Human Resources
OC	Organisational Commitment
OCQ	Organisational Commitment Questionnaire
TM	Talent Mindset
TMI	Talent Mindset Index

1.7 CHAPTER OUTLINE OF THE STUDY

This research study consists of six chapters. Figure 1 depicts the relationship between the various chapters. This figure will be used at the beginning of each chapter to indicate the purpose of the specific chapter within the context of this research study.

Figure 1: Chapter layout



An overview of the research study is highlighted as follows:

Chapter 1: Introduction and Background

The first chapter highlights the problem statement, research purpose and objectives as well as motivations and delineations that support this study.

Chapter 2: Literature Review

This chapter reviews the literature on the constructs of organisational commitment, talent mindset and talent management.

Chapter 3: Research Design and Methodology

The research design, sample and sampling techniques, data collection methods, research procedure, statistical techniques and ethical guidelines will be discussed in this chapter.

Chapter 4: Results

The results and findings of the quantitative research study will be reported and interpreted according to objectives of the empirical study.

Chapter 5: Discussion of the Results

The results as reported in Chapter 4 will be discussed and interpreted in this chapter in order to draw conclusions on the findings of this study.

Chapter 6: Conclusion, Limitations and Recommendations

This chapter concludes with the discussion of the limitations of this study and recommendations for future studies based on the results and findings on both the empirical and literature research.

1.8 CONCLUSION

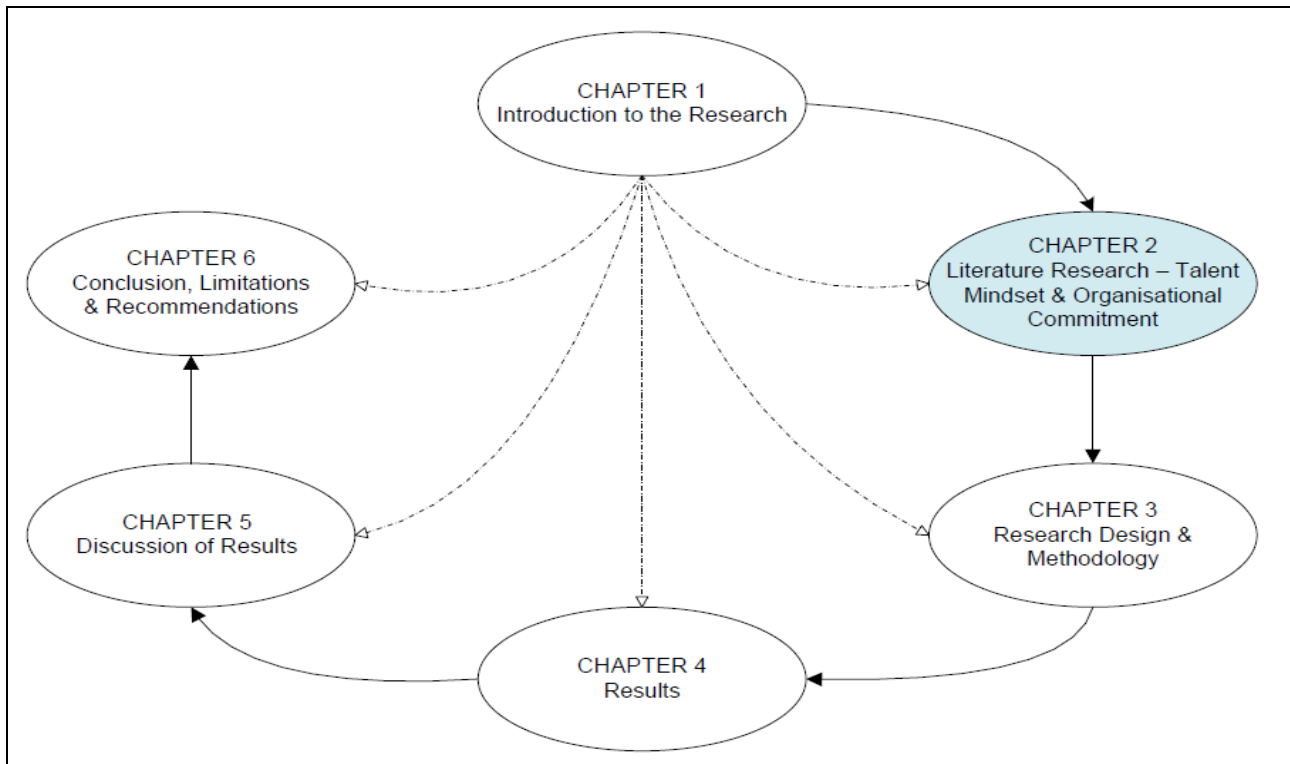
This chapter commenced with a discussion of the problem statement, research purpose and objectives of this study. Furthermore, the importance and benefits as well as the delineations and assumptions of this study were conversed. Lastly, this chapter defined key terminology used and concluded with a chapter outline of the entire study. In the next chapter the current knowledge on talent mindset, relevant talent management practices and organisational commitment will be discussed based on a review of the literature.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter an overview of the literature which relates to talent mindset, talent management and organisational commitment will be discussed. This chapter commences with a review of various definitions for the term, talent mindset. This is followed by discussions of talent management as a construct and how talent mindset forms the basis of talent management. Furthermore, talent management challenges, specifically in the context of higher education institutions, are also discussed. This chapter continues with a review of the definitions of organisational commitment and concludes with a discussion on various different types of employee commitment.

Figure 2: Chapter 2 in context



2.2 TALENT MINDSET

According to Michaels, Handfield-Jones and Axelford (2001), a TM is the passionate belief that if an organisation wants to achieve their goals and gain a competitive advantage, talent is imperative. A positive talent mindset is the evidence that organisations value talent as a key asset (Buckingham, n.d). By not realising the importance of talent, for example, having a talent mindset, organisations are already behind in the race for this valuable commodity (Ready & Conger, 2007, cited in Welby-Cooke, 2010).

According to the Oxford dictionary a mindset can be defined as “a set of attitudes or fixed ideas that somebody has and that are often difficult to change” (Oxford University Press, 2001). This then consequently implies that a mindset is a definite standpoint which forms the basis of all decisions and interactions with his or her surroundings. A mindset in particular “relates to the underlying mental models which inform and transform into hardened beliefs which can be seen as mindsets“. (Welby-Cooke, 2010, p.44).

A mindset can either be for or against the management of talent, therefore talent mindsets can be clustered either in terms of new or old mindsets which can have an impact on how talent is managed (Welby-Cooke, 2010). Michaels, Handfield- Jones & Axelrod (2001), in their influential book titled “The war for talent”, listed old and new approaches to talent mindset which influences the way employees are managed in their organisations. The list is outlined in Table 2.

Table 2: Old and new talent mindset

Old Mindset About People	New Talent Mindset
A vague notion that "people are our most important asset"	A deep belief that better talent leads to better performance in organisations
Old Mindset About People	New Talent Mindset
HR is responsible for people management	All managers are responsible for strengthening their talent pool
We have an annual succession planning exercise which last approximately 2 days	Talent management is a fundamental part of how we run the organisation
I work with the people I inherit	I take valiant actions to build the talent pool I need

Source: Adapted from Michaels, Handfield- Jones & Axelrod (2001)

From table 2 one can assume that if management takes on a new TM then sufficient effort will be made to attract, and more importantly, to retain their talent, which is their employees, in order to enhance corporate performance.

Previous studies revealed the importance of having a positive talent mindset and the effect it can have on an organisation. However, little attention has been paid to developing talent management strategies for managing and sustaining academic talent in higher education and consequently also the studies on talent mindsets in South Africa have been neglected (Ashton & Morton, 2005; Kollrud, n.d; Michaels, Handfield-Jones & Axelrod, 2001). Furthermore, current literature presents no evidence of a study conducted in order to obtain an understanding of the relationship between the talent mindset and organisational commitment in higher education institutions in South Africa. This study aims to fill this gap in the literature.

TM forms the basis of talent management in any organisation. If managers do not see the importance and benefits of implementing a talent management model in the organisation, then they do not have a TM. In order to understand TM in context, a brief review will be given in the next section regarding talent management as a construct.

2.2.1 Talent management as a construct

Talent Management is a term which has numerous definitions where no single concise definition exists (Lewis & Heckman, 2006). Ashton and Morton (2005) see organisational effectiveness as the outcome of talent management. This is achieved by combining a strategic and holistic approach to both human resources (HR) and the planning the business should have in place (Ashton & Morton, 2005). The ideal of talent management is that the potential of the people, which could also be a synonym for talent, be developed and used to enhance performance (Lewis & Heckman, 2006; Ashton & Morton 2005).

Furthermore, Lewis and Heckman (2006) suggested that the construct “talent management” can be defined in different categories. The first category deals with the functional roles of HR. In terms of this category, Cheryl Farley (2005, cited in Guthridge, Komm & Lawson., 2008) defines talent management as follows: “Talent management

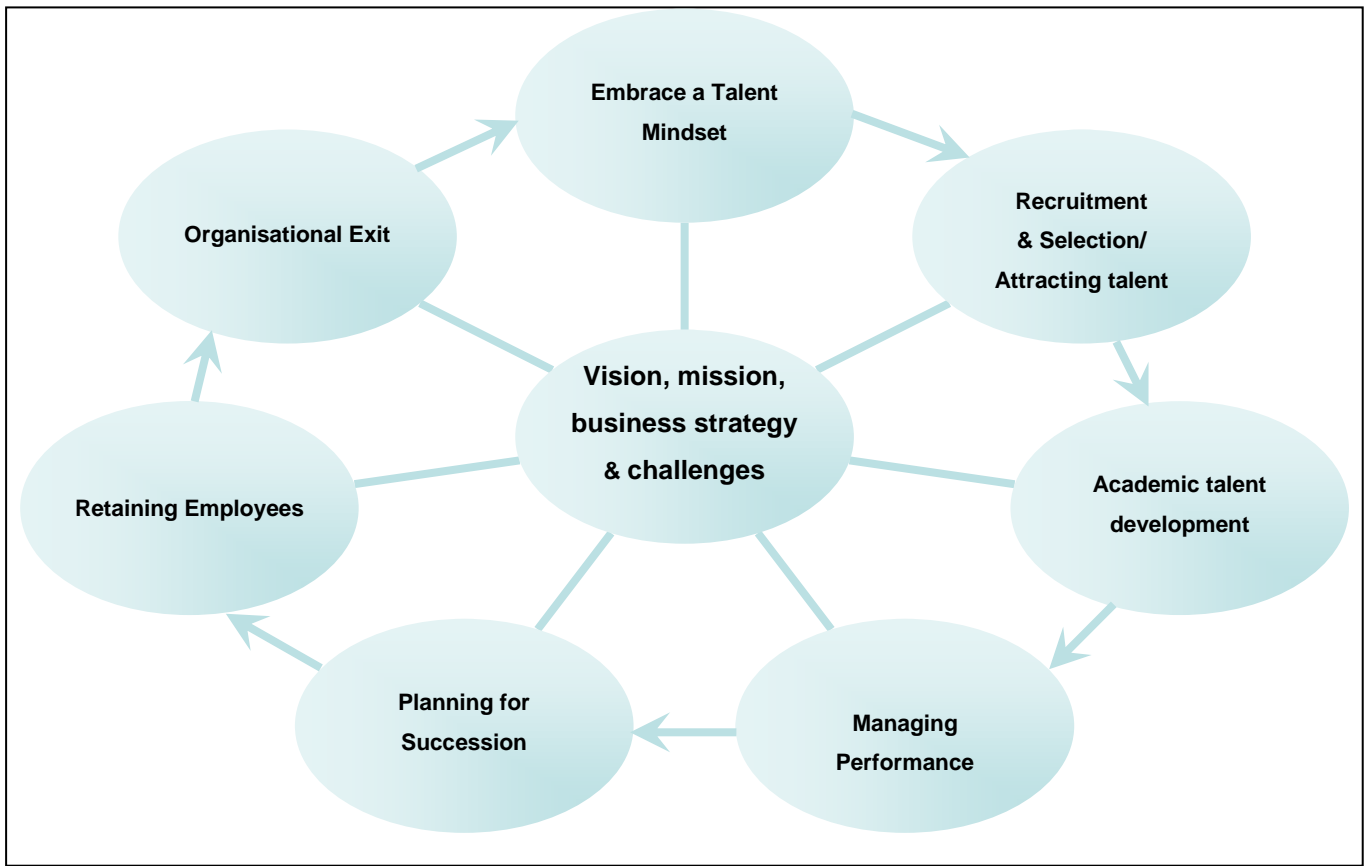
includes all talent processes needed to optimize people within an organization: performance management, succession planning/decision analytics, targeted selection/talent reviews, development planning and support, career development, workforce planning, and recruiting”. The second category that talent management can be defined in focuses mainly on the “talent pools”. In terms of this category the definition of talent management can be defined as a means of attracting employees to an organisation, understanding and projecting what the employee’s needs are and ensuring a sufficient flow of talent into positions while enhancing the resources of the organisations (“The changing face of talent management”, 2003; cited in Lewis & Heckman, 2006).

The last category in which talent management can be defined according to Lewis and Heckman (2006) is the perspective that talent management focuses on talent in a broad sense. This means that talent should not be viewed within the organisational boundaries. Lewis and Heckman (2006) suggest that talent can be used as a resource “to be managed primarily according to performance levels” thus the top talent needs to be attracted, retained and rewarded in the organisation despite their specific role or the needs of the organisation.

Having mentioned the above definitions of talent management, one would like to conclude with a more clear definition of talent management according to DDI (Development Dimensions International, Inc). According to DDI talent management can be defined “as a mission critical process that ensures organizations have the quantity and quality of people in place to meet their current and future business priorities” (Wellins, Smith, & Erker, n.d.).

From the above mentioned definitions of talent management one can see the importance thereof in any organisation and this implies a positive talent mindset as a starting point towards organisational competitiveness. Figure 3, adapted from various sources, shows an integrated model for talent management and is briefly discussed below (Cascio & Aguinis, 2005; Lawler III, 2008). This shows that talent mindset forms the basis of this model and emphasises the importance thereof.

Figure 3: Integrated model of Talent Management



Source: Adapted from Cascio & Aguinis, 2005 and Lawler III, 2008

The talent management process as depicted in figure 3 will now be discussed in more detail:

- Embrace a Talent Mindset

According to Michaels, Handfield-Jones and Axelrod (2001) it is imperative for an organisation to have a *talent mindset*. This implies that in order for an organisation to achieve its goals it needs to have a different mindset where talent is top priority. Only when talent is seen as a necessity in organisations can the proper HR and development processes be changed to fit the organisational goals to gain a competitive advantage.

- Recruitment and Selection

The recruitment and selection process needs to be pro-active. In order for organisations to stay in the game they need to go out and find great candidates, not only when positions become vacant, but on a continuous basis (Michaels, Handfield-Jones, & Axelrod, 2001). For a company to know which talent they are going to need there has to be a well-functioning workforce plan in place as suggested by Cascio and Aguinis (2005). The organisation needs to remember that in every step in the recruitment and selection processes the right talent needs to be obtained. This is supported by sophisticated measurement systems and by doing careful studies to ensure that the best training and development processes take place (Lawler III, 2008).

- Developing employees

Employees need to be developed to increase their capabilities so that they can add more value to the company (Michaels, *et al.* 2001). Development could be done by means of mentoring, coaching and employee development and training programs such as team building sessions. Development of competencies can also be done by implementing job rotation, cross-functional assignments, technical training and by general management exposure (Bhatnagar, 2008). Michaels *et al.* (2001) suggest that organisations should align employees to their job in a much more deliberate way in order to enhance both performance and development.

- Managing performance

Cascio and Aguinis (2005) argue that performance management is one of the most essential processes in an organisation. Performance management could be done by using a continuous appraisal process which ensures employees receive regular and timely feedback on their performance, 360 degree feedback and career monitoring.

- Succession planning

For organisations to stay ahead in the war for talent it is imperative that sound succession planning is done. This is necessary so that organisations know how matters within the organisation will pan out and what actions can be taken beforehand or during specific changes in the organisation. Succession planning could be done by identifying high potential individuals and developing them. A review of the talent within an organisation will identify gaps in order for the organisation to take action and fill these talent gaps.

- Retaining employees

Frank and Taylor (n.d.) argue that in order to retain employees, organisations should have front-line leaders who are retention experts. They suggest that poor managers cause employees to leave their jobs, therefore leaders need to build trust and a very good relationship with their teams (Frank & Taylor, n.d.). Leaders should take on a leadership style that enhances the organisation as a desirable employer as suggested by Edward Lawler (2008) in his HC-centric management approach where shared leadership is a necessity in organisations. Furthermore, Michaels *et al.* (2001) suggest that to retain one's employees they need to be differentiated and affirmed regarding their work performance. Lastly, a physical action that can be taken is to add a "Recognition Wall" to the organisation where employees are recognised and praised for their work. This should be done by their colleagues on a continuous bases and this could lead to higher employee morale and retention of top talent.

- Organisation Exit

When employees leave an organisation, the organisational exit stage is an important stage where action needs to be taken. Managers should use this opportunity to transfer corporate knowledge from one employee to the employee who will fill his or her place in an organisation. An exit interview and questionnaire should be used in order for the organisation to gain insight on possible areas where improvements can be made to retain talent.

For the purpose of this study the specific challenges that higher education institutions in South Africa are facing today will be discussed below. These assist the understanding why a TM is required in higher education institutes in order to develop a sound talent management model.

2.2.2 Challenges of higher education institutions in South Africa

The sustainability and successful functioning of any higher education institution is dependent on its highly qualified and dedicated academic staff members. The war for talent however, has resulted in academics becoming a scarce skill and institutions subsequently incur large financial burdens to retain these individuals.

Therefore, the most prominent challenge universities face today is that of retaining their academic staff. Without qualified, competent and devoted academic staff members, no academic institution can safeguard sustainability and excellence in the long term (Pienaar & Bester, 2008). Consequently, the loss of higher education talent has an influence on the country's international competitiveness in terms of developing intellectual capital.

It is problematic that the current pool of academic staff is ageing, continues to be race and gender imbalanced and is inadequate to meet the growing demands for undergraduate education and research productivity. The pipeline of post graduate students has declined resulting in significant challenges in replenishing academic talent. Universities cannot lower their standards but can implement strategies to equip learners to excel in their studies in order to obtain post- graduate qualifications and be eligible to become academic staff. The universities need to make talent development a priority because the knowledge and skills of academic staff is difficult to replace with a limited talent pool.

Another challenge universities in South Africa have to face is the advancement of medical technology. Employees are more able to work to a very mature age and this makes the "gap" between generations (Generation Y and Baby boomers) an interesting challenge to overcome. Not only do misunderstandings arise between generations, but also specific

needs differ and one needs to implement strategies to adapt to and accommodate the needs of all generations.

Another challenge is the transference of knowledge from the experienced employee's to the entry level employees. Some experienced employees seem to be secretive with their knowledge because of their fear of becoming redundant. This leads to "silo thinking" and can be defined as follows: "Silo – thinking- focusing in [on] the interest of one part of the organization rather than the whole- not only hinders the mobility of talent within a company but also undermines the sharing of knowledge and the development of interpersonal networks (or social capital) across the organisation" (Guthridge, *et al.*, 2006, p.6). Therefore, strategies need to be implemented to bridge these gaps so that all employees work towards the goal of sustaining the knowledge for the cause of excellence in higher education.

In this rapidly changing work environment the universities in South Africa face challenges with the empowered worker. Twenty-first century organisations differ dramatically in structure, design and demographics from those a decade ago. Demographics are far more diverse. This implies that employees need to be able to adapt easily to this rapidly changing work environment and make paradigm shifts in order to stay at the forefront of its competitors and to make the academic career an attractive career option.

Another challenge which has come to light and links to every challenge previously mentioned is the lack of a talent mindset of senior academic staff. This consequently results in lower commitment levels to talent management and hinders the implementation thereof in the organisation. Universities need to have a talent mindset, meaning "a deep conviction that better talent leads to better corporate performance", in order for employees to remain committed to their organisation and to resolve the challenges mentioned above (Michaels, *et al.*, 2001).

2.3 ORGANISATIONAL COMMITMENT

Various definitions of organisational commitment (OC) are evident in the literature to date. Mowday, Porter and Steers (1982) define organisational commitment as the relatively

strong identification of an individual's involvement towards his or her organisation. According to Mowdey et al. (1982), OC can be distinguished by three characteristics namely:

- A strong belief in and the acquiring of the organisation's goals and visions,
- A willingness to provide significant attempts in the best interests of the organisation,
- And a strong desire to be accepted as a group member of the organisation.

Lesabe and Nkosi (2007) defined OC by firstly describing commitment as a construct, and then by describing commitment relating to the organisation. Table 3 suggest definitions for the terms commitment and OC separately.

Table 3: General definitions of Commitment and Organisational Commitment

Commitment
"...a state of being in which an individual becomes bound by his actions and through these actions to belief that sustains the activities of his own involvement." (Salancik, 1977: 62).
"...a force that stabilizes individual behaviour under circumstances where the individual would otherwise be tempted to change that behaviour." (Brickman, 1987: 2).
"...a stabilizing force that acts to maintain behavioural direction when expectancy/equity conditions are not met and do not function."(Scholl, 1981: 593).
"Commitment comes into being when a person, by making a side bet, links extraneous interests with a consistent line of activities." (Becker, 1960: 32).
"...an obligation force which requires that the person honour the commitment, even in the face of fluctuating attitudes and whims." (Brown, 1996: 241).
"...one's inclination to act in a given way towards a particular commitment target." (Oliver, 1990: 30).
"Commitment is defined as a cognitive predisposition towards a particular focus, insofar as this focus has the potential to satisfy needs, realize values and achieve goals" (Roodt, 2004:85).
Organisational commitment
"...the psychological attachment felt by the person for the organization; it will reflect the degree to which the individual internalizes or adopts characteristics or perceptive of the organization." (O'Reilly & Chatman, 1986:493).
"...the totality of normative pressure to act in a way which meets organisational goals and interests." (Wiener, 1982:421).
"...a psychological state that binds the individual to the organization..." (Allen & Meyer, 1990:14).
"...a bond or linking of the individual to the organization." (Mathieu & Zajac, 1990:171).

Source: Adapted from Lesabe & Nkosi_2007

Table 3 shows that it is evident that commitment can be defined as “(i) being a stabilising and obliging force; and (ii) providing direction to behaviour (e.g. restricting freedom, binding the person to a course of action)” (Lesabe & Nkosi, 2007, p.35). OC in general can be defined as a psychological condition that joins the individual to the organisation (Lesabe & Nkosi, 2007).

OC has been identified in literature as a significant mediator of stress (Sui, 2002, cited in Coetzee & Rothmann, 2005). Thus, it is suggested that OC can aid in decreasing the effect of stress by not instantly having a negative connotation for the employees. OC can also provide employees with stability and the feeling of belonging in their organisations and consequently lead to better performance (Coetzee & Rothmann, 2005).

This therefore generates the assumption that OC can aid an organisation in retaining its employees. Sano (1999, cited in Lesabe & Nkosi, 2007) stated that OC can increase productivity and it is therefore essential to implement strategies in order to enhance OC so that the human capital, i.e. the talent, can be effectively managed in the future. There are various factors identified in literature that have an effect on employee’s commitment towards their organisations, this includes the following (Tsui et al., 1995, cited in Lesabe & Nkosi, 2007):

- Compensation
- Benefit packages
- Morale and motivation
- Career growth and development
- Leadership
- Nature of job itself
- Training and development.

2.3.1 Types of employee commitment

According to Bussing (2002), there exists three different types of employee commitment namely the continuance, attitudinal and normative source. This train of thought of Bussing (2002) has its origin in the studies done by Allen and Meyer (1990, cited in Van der Zee) on the three components of OC.

Attitudinal commitment can be described as the type of commitment where an employee invests all his or her energy into the organisation and they are therefore attached to the organisation (Van der Zee, 2009). Bussing (2002), states that “commitment stresses the idea of exchange and continuance” (p.37). Lastly, normative commitment as a source of employee commitment deals with the feelings of obligation an employee has to remain with his or her current organisation (Bussing, 2002). Various models for OC exists, however, Bagraim (2003, cited in Van der Zee, 2009) is of the opinion that the three models of Allen and Meyer (1991) are extensively accepted in organisational research.

These three components of OC of Allen and Meyer (1991) which includes affective, continuance and normative commitment will subsequently be discussed.

2.3.2 Components of organisational commitment

2.3.2.1 Affective commitment

Affective commitment can be defined as “the degree to which an individual is psychologically attracted to an organisation” (Jaros, 1993, cited in Lesabe & Nkosi, 2007, p.36).

Employees who are affectively committed, has a strong identification with the objectives of the organisation and a definite need to continue to be a part of the organisation. It can also be seen as an aspiration to see the organisation succeed in its goals and this leads to a feeling of pride at being part of the organisation (Wright & Kehoe, 2008). The affective

committed employees are usually a result of their positive work experiences (Meyer & Allen, 1991).

2.3.2.2 Continuanace commitment

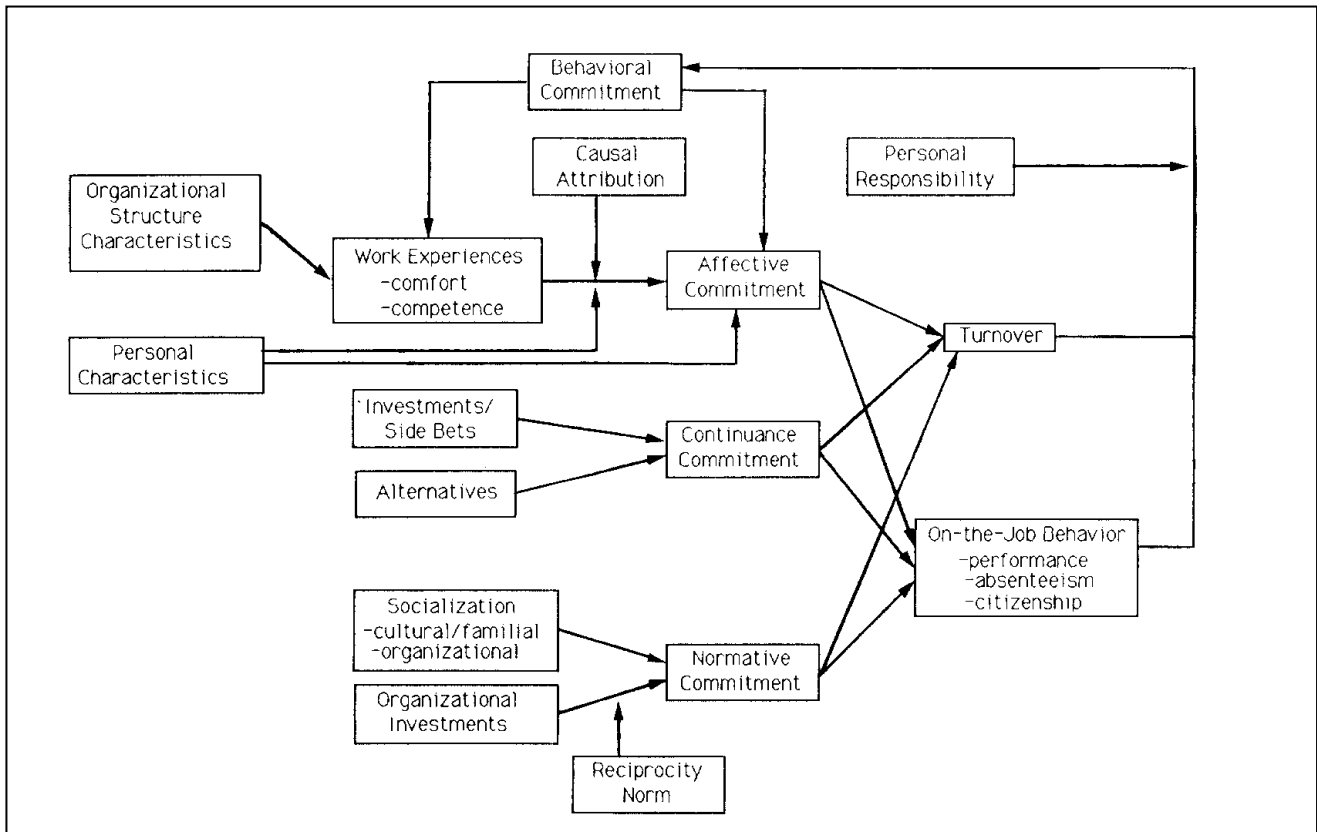
Continuance commitment can be defined as an employee's commitment to his or her organisation because he or she is aware of the high costs of losing organisational membership. This loss can include economic costs (such as pension) and social costs (such as friendship ties) that would be incurred (Lesabe & Nkosi, 2007, Meyer & Allen, 1991). Therefore it can be assumed that employees who have a strong continuance commitment towards an organisation tend to reside with the specific organisation because of the belief that they have to do so (Meyer & Allen, 1991, Van der Zee, 2009, Dockel, 2003).

2.3.2.3 Normative commitment

Normative commitment is the third and also less common approach to OC (Van der Zee, 2009). This type of commitment refers to when employees feel that they have an obligation or responsibility towards the organisation, and they also feel pressured to act in a certain preconceived manner (Lesabe & Nkosi, 2007, Meyer & Allen, 1991). Normative committed employees thus tend to remain at the same organisation because they have the feeling that they ought to do so because of moral obligations (Meyer & Allen, 1991).

The three component model by (Meyer & Allen, 1991) is illustrated in figure 4. This model suggests the different components which could have an effect an employee's OC. For instance, the experiences an individual receives at work that this is positive and creates a feeling of comfort, will result in affective commitment. This implies that the employee chooses to remain at the organisation because he or she wants to do so and this ultimately can have a positive effect on the turnover of the organisation.

Figure 4: Three component framework for organisational commitment



Source: Meyer and Allen (1991)

According to Dockel (2003), OC can also be seen as a mindset, which secures an employee to the organisation. This mindset of OC refers to “a psychological state that binds the individual to the organisation” (Meyer & Allen, 1991).

The three components in the framework of Meyer and Allen (1991) were identified from distinguishing between the key mindsets which describes the various types of commitment. The three mindsets that are reflected in affective, continuance and normative commitment are developed as follows (Meyer & Allen, 1991; Dockel, 2003):

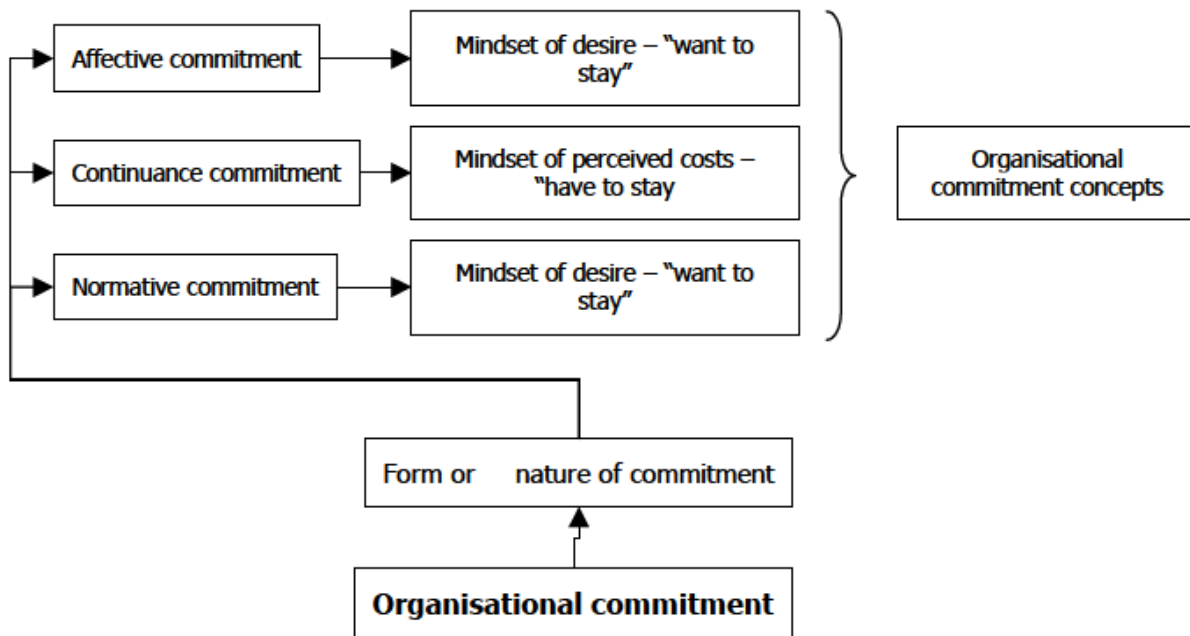
- The mindset emphasising the desires of individuals to be part of an organisation, namely affective commitment, develops when an individual resonates with the value systems, becomes more involved, and associates with the pursuit of a course of action in an organisation.
- The mindset revolving around perceived cost (continuance commitment) develops when an individual identifies that he/she may lose investments, and/or observes that

there are no substitutes other than to pursue a course of action of significance to a specific target.

- The mindset of obligation (normative commitment) develops as a consequence of the internalisation of standards by means of socialisation and/or the acceptance of benefits that tempts a need to respond.

The discussion of OC and the mindset which affects the different OC's can be presented in a graphical form as presented in Figure 5.

Figure 5: A simplistic view on organisational commitment



Source: Adapted from Dockel, 2003

2.4 SUMMARY

For the purpose of this study it is important to understand the meaning of OC as well as the practical implementations thereof in any organisation. OC can enable employees to be more satisfied in their work and this is an essential aspect in retaining employees, especially in higher education.

Different components of OC are identified by different mindsets. Thus it can be assumed at this stage that OC is related to having a TM, because one's commitment mindset has a great deal of influence on how the working environment is perceived and could consequently have an influence on the state of an employee's TM.

As mentioned in 2.2.2, retaining higher education employees is an evident challenge one needs to address in order to stay at the forefront with one's competitors. If the HODs do have a talent mindset and therefore do see the need for talent management in higher education, does OC contribute to this mindset? This could then determine whether OC drives a TM and could be used as a commencement point to enforce a TM in the departments. Therefore, only when HODs have OC and consequently a TM, can talent management be implemented in higher education institutions and should ensure a competitive edge.

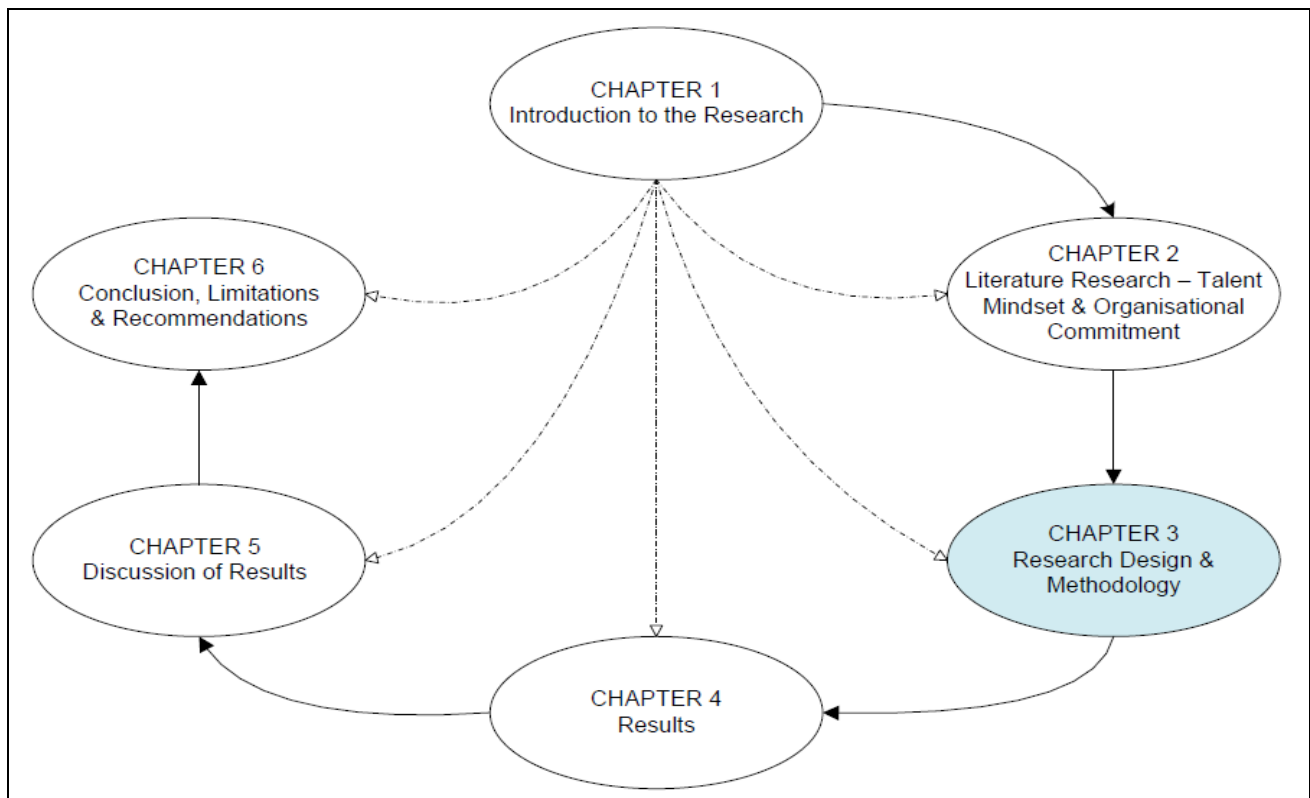
In the current literature, as far as can be determined, no published research exists concerning the relationship between TM and OC, especially not in the higher education sector and in South Africa. From this chapter it can also be assumed that there is a relationship between a TM and OC and particularly retaining employees. Thus, this study is conducted in order to fill the gap in the literature regarding this topic and to act as a basis for developing a sound talent management model for higher education institutions in the future. In order to gain more insight whether TM and OC are committed, empirical research needs to be conducted. The next chapter aims to provide the methodological details of the empirical research.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter outlines the literature related to talent mindset, talent management and organisational commitment. This chapter provides a description of the research design, sampling methods, sampling statistics, data collection, data analysis as well as the quality and rigour of the study. This chapter also contains a description of the instruments used to measure constructs applicable to this study. Lastly, the chapter concludes with the ethical considerations addressed throughout the study.

Figure 6: Chapter 3 in context



3.2 DESCRIPTION OF INQUIRY STRATEGY AND BROAD RESEARCH DESIGN

This specific study will make use of a survey research design approach which is also an empirical research approach. According to Leedy and Ormrod (2010), survey design is used when the outcome of the study entails learning about a large population by surveying a sample of that population. This study will specifically involve the acquiring of information about the sample group's opinions and attitudes towards their TM and OC by using paper based questionnaires. The respondents' responses will be collected by means of structured questionnaires with closed-ended questions that will generate numeric data. This survey/questionnaire will be cross-sectional in nature as the research will be conducted during a specific timeframe within a specific population (Creswell, 2009).

The reason why survey research is the preferred design is twofold. Firstly, the use of surveys allows the collection of a large amount of data in an economical way (Creswell, 2009). Surveys are especially economical when the surveys can be distributed electronically by creating a web-based or internet survey and administering it online (Nesbury, 2000, cited in Creswell, 2009). Secondly, an advantage of survey design is that it allows one to collect quantitative data which can then be analysed by means of descriptive statistics and used to propose possible reasons for certain relationships between variables (Saunders, Lewis, & Thornhill, 2009).

The following are suitable descriptors that best describe the core characteristics of the study:

- *Empirical research* - Mouton (2001, cited in Kotzé, 2010), states that the research design can be considered as empirical because primary data will be collected that provides numeric (quantitative) data through the administration of the Talent Mindset Index and the Organisational Commitment Questionnaire.
- *Basic research* – Basic research will be used in the study for this is research that is conducted purely to understand processes and their outcomes and is used for academic purposes. The study will be conducted to determine whether there is a

relationship between the talent mindset and organisational commitment of HODs in higher education.

- *Descriptive research* – According to Robson (2002, cited in Saunders *et al*; 2009), descriptive research is conducted when the researcher wants to portray an accurate profile of events, people or situations. The aim of the proposed study is to describe an accurate profile of the relationship between the talent mindset an organisational commitment in higher education.
- *Cross-sectional research* – Cross sectional studies draws attention to a specific occurrence at a particular point in time (Saunders *et al*, 2009). This study will make use of cross-sectional research as the participants will be required to complete both the questionnaires in one instance at a certain point in time.
- *Explanatory research* – According to Saunders *et al*. (2009), explanatory research is used when a researcher wants to describe the relationship between two or more variables (Saunders *et al*, 2009). In this study the researcher wants to describe the relationship between the talent mindset and organisational commitment and therefore meet the criteria for explanatory research.
- *Quantitative research* – Quantitative research entails any technique that constructs statistics, numbers or figures (Saunders *et al*, 2009). Quantitative research will be appropriate for the proposed study as questionnaires will be the main form of collecting data that will produce numeric data as an outcome.
- *Survey research* – Survey research is one of the most common types of quantitative research and is usually conducted where a sample of partakers is selected from a population and a standardised questionnaire is administered to them (Colorado State University, 2010). The standardised questionnaire referred to above can be an online questionnaire, a written document, a face-to-face or telephonic interview (Colorado State University, 2010). “Survey techniques are typically used in explanatory or descriptive research” (Liesl, 2010).

- *Primary data* – Primary data is specifically collected for the research study that is carried out (Saunders *et al*, 2009). This study will make use of primary data in the sense of using questionnaires to gather the required data.
- *Secondary data* – Secondary data is the data that was originally collected for the purpose other than the study at hand (Saunders *et al*, 2009). Secondary data will be used by a reviewing of the literature to form a knowledge basis.

3.3 SAMPLE AND SAMPLING STRATEGY

Leedy and Ormrod (2010) state the following regarding sampling: “The sample should be so carefully chosen that through it, the researcher is able to see characteristics of the total population in the same proportion and relationship that they would be seen if the researcher were, in fact, to examine the total population.” Therefore, it is important to select an appropriate sample that will be descriptive of the whole population. For the purpose of this study non-probability sampling will be followed, due to the fact that the target population is very specific.

3.3.1 Target population

The target population for this study are the academic heads of departments in a leading higher education institution in South African. This is due to the fact that it was very difficult to gain access to specifically HODs in other universities as the questionnaires could be seen as sensitive information. Furthermore, at the commencement of data collection, permission was not yet given to distribute questionnaires to various other higher education institutes.

The HODs are specifically from the academic staff and not the supporting or non-academic staff. The HODs are typically the staff members that contribute to the overall success of a University by directing the academic and business development of the department. They ensure that the academic structures of universities and the academic

programmes are suitable and advantageous to the university as a whole as well as to the specific department. The HOD is ultimately responsible for the management and leadership of his or her department which includes support and academic staff members (University of Adelaide, 2002).

3.3.2 Sampling method

Purposive sampling (also known as targeted sampling) will be used for this study. According to Saunders *et al.* (2009), this method occurs when the researcher uses his or her judgment to choose the cases that will answer the research objectives best. In the case of this study the target population is HODs from a selected leading university in South Africa. The university is purposefully selected due to the fact that the researcher has access to the university and has permission to distribute questionnaires to the HODs across this university.

In order to determine which HODs from this university will be participating in this study the method of convenience sampling will be used. This method involves the selecting of participants that are easiest to obtain for the sample (Saunders et al., 2009). For the purpose of this study, this will include all of the HODs from the selected university that are willing to partake in this study. The reason for using this method of convenience sampling is mainly because it can be assumed that the HOD response rate might be low because of their responsibilities at the universities and time constraints as well as their possible hesitance to participate due to sensitive information. This implies that the researcher will have to use resources to gain access to specific HODs, and those that are willing to partake will form the sample.

In order to make generalizations regarding a population based on a sample, that sample needs to be sufficiently large (Saunders, Lewis, & Thornhill, 2009). Leedy and Ormrod (2010), suggested as a rule of thumb that 50 % of the population should be the sample. Thus a sample of more or less half of the HODs in this particular university included in this study should be sufficient.

Further details on the sample group that formed part of the study will be reported on in the next section.

3.3.3 Sampling statistics

According to Hill and Lewinski (2007), frequency tables represent the simplest kind of data analysis. Frequency tables describe the sample by means of descriptors such as percentages, cumulative percentages as well as counts (Liesl, 2010).

The research study acquired 53 responses from the total population group of 116 possible participants. Thus, 46% of participants completed and submitted their two questionnaires. As discussed in Chapter 3, even though numerous attempts were conducted to enhance the completion rate of the participants, the voluntary nature of completing the questionnaires as well the fact that the information that can be obtained from the questionnaires is quite sensitive, it is understandable that close to half of the participants completed the questionnaire.

The different compositions of the sample will be presented next.

Table 4 indicates the number of responses received as well as missing data that were not submitted in the biographical section of the questionnaires.

Table 4: Frequency Table of Participating Individuals of the Obtained Sample

	<i>Gender:</i>	<i>Age:</i>	<i>Race:</i>	<i>Home Language:</i>
Valid	53	48	50	51
Missing	0	5	3	2

The composition of the sample group can be seen in Table 4. From this table it is clear that 53 participants took part in the research study and all participants in this group indicated their gender. There were 5 individuals that did not indicate their age, 3 that did not indicate their race and 2 that did not provide their home language. In terms of the biographical information section it can be concluded that at least 94% of the participants completed their biographical information that will be used for this study, and this will

ensure that the researcher can get a comprehensive breakdown of the sample group. The following frequency tables will display the biographical details obtained from the questionnaires in more details.

Table 5 displays the responses received in terms of gender. It is evident from this table that 66% of the responses are from male participants and 34% of the responses from female respondents. These findings are consistent with the current compilation of the university in terms of managerial level employees where mostly men are currently employed in the role of HOD. It is therefore acceptable that the sample is also comprised of a majority of male respondents.

Table 5: Frequency Table of Gender

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Female	18	34.0	34.0	34.0
Male	35	66.0	66.0	100.0
Total	53	100.0	100.0	

Table 6 displays the responses received in terms of age. It is evident from the results that a mature age group was part of the sample group where only 4.2% of the respondents were younger than 40 years of age. A third of the respondents fell into the 40 to 49 years age group. From the results it can be seen that the largest return (41.7%) was from the 50 to 59 age group and 20.8% fell in the 60 to 65 age group which can also be defined as the retirement age group. These findings are consistent with the current compilation of the university in terms of managerial level employees where predominantly older personnel are currently employed in the role of HOD. Consequently, it is therefore acceptable that the sample also comprises of respondents that fall close to the retirement bracket.

Table 6: Frequency Table of Age Groups for Sample Group

<i>Age</i>	<i>Frequency</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
35 to 39	2	4.2	4.2
40 to 49	16	33.3	37.5
50 to 59	20	41.7	79.2.
60 to 65	10	20.8	100.0

Table 7 provides the responses obtained from the different race groupings. The responses were predominantly obtained from white HODs with a presence of 80% of the sample group. Very few Coloured and Indian responses were obtained and were consequently grouped with the African respondent group to form a statistically significant race grouping with a 20% representation. These findings are consistent with the current compilation of the university in terms of managerial level employees where mostly white personnel are currently employed in the role of HOD. Consequently, it is acceptable that the sample is also comprised of a majority of white respondents.

Table 7: Frequency Table of Race of the Sample Group

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
African, Coloured, Indian	10	18.9	20	20
White	40	75.5	80.0	100.0
Total	50	94.3	100.0	
Missing	3	5.7		
Total	53	100.0		

Table 8 displays the analysis of the different language groupings from the respondents. The results indicate that the largest return was from the Afrikaans (68.6%) speaking group. There was a 17.6% representation of English speaking respondents and the remainder of the group fell mostly in the African languages group with a total of 9.8% of the responses. The much higher return of respondents speaking Afrikaans correlates with the race groupings where it was concluded that 80% of the respondents were white. Also taking the second highest language group (English) into consideration it can be assumed that 80% of the respondents will most likely fall within the Afrikaans or English language grouping. These findings are consistent with the current compilation of the university in terms of managerial level employees where mostly Afrikaans and English personnel are currently employed in the role of HOD. Consequently, it is therefore acceptable that the sample is also comprised of a majority of Afrikaans and English respondents.

Table 8: Frequency Table of Home Language of the Sample Group

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Afrikaans	35	66.0	68.6	68.6
English	9	17.0	17.6	86.3
German	1	1.9	2.0	88.2
Gujgrati	1	1.9	2.0	90.2
Meta	1	1.9	2.0	92.2
N-Sotho	1	1.9	2.0	94.1
Sepedi	1	1.9	2.0	96.1
Setswana	1	1.9	2.0	98.0
Xhosa	1	1.9	2.0	100.0
Total	51	96.2	100.0	
Missing	2	3.8		

The basis of employment of the respondents can be seen in Table 9. All respondents (100%) indicated that they are permanently employed at the higher educational institute. This is understandable as the position of HOD is not usually filled by a temporary employee due to the importance the position has to the success of the department and the university as a whole. These findings are consistent with the current compilation of the university in terms of managerial level employees where personnel are predominantly appointed permanently in the role of HOD. It is therefore expected and acceptable that the sample is comprised completely of permanently employed respondents.

Table 9: Frequency Table of the Employment Basis of the Sample Group

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Permanent	53	100.0	100.0
Temporary	0	0	0

Table 10 displays the amount of years the respondents have been employed at this higher education institute. The largest return of results (32.7%) fell in the respondent group who have been employed between 10 and 19 years. Furthermore, the results indicate that 30.6% of the group have been employed for less than 10 years and 4.1 % for more than 40 years. The remainder of the respondents (32.7%) indicated that they have been employed by the institution between 20 and 39 years. These findings are consistent with

the current compilation of the university in terms of managerial level employees where personnel with a long service record are employed in the role of HOD. Consequently, it is acceptable that the sample also has a majority of respondents with a long service record.

Table 10: Frequency Table of Years of Employment of the Sample Group

	<i>Frequency</i>	<i>Valid Percent</i>	<i>Cumulative percent</i>
Less than 5 years	8	16.3	16.3
5 to 9 years	7	14.3	30.6
10 to 19 years	16	32.7	63.3
20 to 29 years	9	18.4	81.6
30 to 39 years	7	14.3	95.9
40 to 49 years	2	4.1	100.0
Total	49		

Table 11 indicates what the respondents answered to the statement: “I feel motivated in my current position”. The results depict that the largest return (41.5%) was from the group that indicated that they “Agree” with the statement. The second largest return (35.8%) was from the group who indicate that they “Strongly Agree” with the statement and 11.3% from the group responded that they “Disagree” with the statement. The remainder of the respondents (11.3%) indicated that they had a neutral feeling towards this statement where they chose the “Neither Disagree/Agree” option.

Table 11: Frequency Table of the statement "I feel motivated in my current position" for the Sample Group

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Agree	22	41.5	41.5	41.5
Disagree	6	11.3	11.3	52.8
Neither	6	11.3	11.3	64.2
Disagree/Agree	6	11.3	11.3	64.2
Strongly Agree	19	35.8	35.8	100.0
Total	53	100.0	100.0	

Table 12 portrays the results of how long the respondents intend to remain with this higher education institution. The largest portion of the respondents (57.7%) indicated that they intend to remain with the organisation for 5 years or more. A quarter (25%) of the

respondents showed that they intend to remain at the institution for 3-4 years and 13.5 % indicated that they had a 1-2 year intent to remain. A small amount of the respondents (3.8%) indicated that they only intend to stay for less than one year at this higher education institute.

Table 12: Frequency Table of Intent to Remain at the Institution

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
1-2 years	7	13.2	13.5	13.5
3-4 years	13	24.5	25.0	38.5
5 years or more	30	56.6	57.7	96.2
Less than one year	2	3.8	3.8	100.0
Total	52	98.1	100.0	
Missing	1	1.9		
Total	53	100.0		

3.4 DATA COLLECTION

For the purposes of this study, questionnaires are the chosen data collection method as this is also a chosen method for data collection for survey research (Leedy & Ormrod, 2010). In order to overcome the geographical distances and time constraint this method of data collection is the most appropriate.

Primary data is data that is specifically collected for the research study being undertaken where secondary data is the data that was initially collected for the purpose other than the proposed study at hand (Saunders, *et al.*, 2009). This study will make use of primary data in the sense of using questionnaires to gather this data and secondary data will be used by doing a review of the literature to form a knowledge basis.

The aim of these questionnaires is to collect data in order to conclude whether there is a relationship between the talent mindset and organisational commitment of the HODs in higher educational institutes.

3.4.1 Possible data collection obstacles

Two obstacles the researcher should take into account when the proposed data collection method is questionnaires, is that of the access to target population and the non-response bias from respondents.

Saunders *et al.* (2009), states that a lot of companies receive frequent requests to partake in research studies and it would therefore be impossible to agree to all of these requests. This makes the task for the researcher to gain access to the target population challenging.

The second obstacle is that of non-response bias from respondents. As most of the HODs will have various academic duties to fulfil they may not have the time to complete the questionnaires. They also might have resistance to the fact that the specific information obtained from these questionnaires may be sensitive and they might prefer not to respond. The researcher intends to overcome this obstacle by presenting a comprehensive motivation of the importance and need of this study that could benefit all universities in South Africa once conclusions have been drawn.

3.4.2 Data collection method

Self-administered questionnaires will be the method of data collection for this study. These questionnaires will be administered by giving the participants hard copy questionnaires to be completed and sent back to the Department of Human Resources via internal mail. Leedy and Ormrod (2010) stated that electronic questionnaires can be highly effective and a fast way of collecting data if the respondents are comfortable with a computer. However, with the particular research sample group which tends to fall in an older age group it was decided to rather keep the questionnaires paper-based rather than electronically.

Saunders *et al.* (2009) mentioned that questionnaires via email can be done by “posting” a web link (hyperlink) on the email body which will then direct the respondent to a website where the questionnaire can then be completed online. For this reason it was also decided to not proceed with the online version of the questionnaire as the email addresses need to

be obtained and personal emails needed to be sent. This would have enforced a lower level of anonymity which was not the intent of the researcher.

The reasons why the paper-based method is the most appropriate for this study is the following:

- The HOD sample groups tends to fall more in an older age group where computers might not in all cases be the preferred method,
- The respondents will feel anonymous because no personal emails had to be sent thus increasing the response rate,
- For the purposes of this study only one university formed part of the study and therefore made is plausible to distribute paper-based copies to all departments,
- It reduces the time it would have taken to convert the two questionnaires to an electronic format.

3.4.3 Measuring instruments

This central research study intends to measure the relationship between the TM and the organisational commitment of the HODs in higher education institutions in South Africa. In order to obtain the required data, two questionnaires will be administered.

Firstly, the Talent Mindset Index (TMI), which was constructed by the Human Capital Institute, will be used to measure the TM in the higher education institution. The reliability analysis, conducted by Welby-Cooke (2010) indicated that the instrument has a high degree of reliability with a Cronbach Alpha of .935. As a result, the TMI instrument can be used as a valid and reliable measure of the TM construct.

This index consists of 36 closed ended questions. Furthermore, the index purports to measure TM based on nine dimensions. However, for the purposes of this study only TM as one construct will be utilised.

The TMI uses a five point rating scale which ranges from Strongly Disagree (1) to Strongly Agree (5) and the questionnaire also includes a biographical section. The questionnaire

can be administered either manually or online and takes approximately 20 minutes to complete. An excerpt of this questionnaire is included as Appendix A.

The second questionnaire that will be utilised is the 15 item Organisational Commitment Questionnaire (OCQ) developed by Porter (1970). The reason is that the metric characteristics of this questionnaire are confirmed by various studies according to Stanz and Schepers (1999). Mowdey *et al.* (1982) reports a reliability coefficient from between 0.82 and 0.93 on various samples. The metric characteristics were also confirmed by Kamfer, Venter and Boshoff (1994, cited in Stanz & Schepers, 1999) by making use of factor analysis in the South African context and consequently have a reliability coefficient of 0.89. An excerpt of this questionnaire is included as Appendix A.

In order to ensure that both of these tests are understandable and applicable for the purposes of this study pre-tests needed to be conducted. This was done by distributing the questionnaire to a small number of respondents from the given population in order for them to assess it. If needed, adjustments can be made to the questionnaire, although, this can only occur once permission is obtained from the original author of the questionnaire. This ensures that the questionnaire is fully applicable to the study at hand. However, no changes to the questionnaires were required.

3.5 RESEARCH PROCEDURE

The following research procedures formed part of the study:

- Quantitative research techniques were utilised in order to collect the data;
- Self-administered questionnaires were distributed to the higher education institute that participated in this study through paper-based questionnaires. These paper-based questionnaires included a letter briefly explaining the need of the study as well a letter of consent to be completed by the respondents. The letter of consent is included in Appendix B;
- Respondents had to complete the paper-based questionnaires and return in a closed envelope to the Department of Human Resources Management where the researcher personally collected it from the Department.

- The two questionnaires were completed anonymously in order to ensure confidentiality;
- Respondents could pose any questions they had to the researcher personally or to the study leader and there were no questions received from the respondents throughout the study;
- All the biographical and questionnaire data was captured by the researcher in Microsoft Excel. Two different questionnaires were used and therefore two data sets were needed to calculate the relationship between these two data sets. The responses had numerical values. In the case of the TMI questionnaire the numerical values range from 1= strongly disagree to 5=strongly agree and with the OCQ numeric values range from 1=strongly disagree to 7=strongly agree. All the data was then transferred to SPSS for further statistical analyses.
- The researcher examined the data for any errors and it was concluded that the HODs sufficiently completed the questionnaires and consequently none of the questionnaires were discarded.

3.6 STATISTICAL DATA ANALYSIS

Data analysis becomes important after the required data has been collected. Before the data is processed and analysed, it conveys very little meaning (Saunders,*et al.*, 2009). Thus it is imperative to do a proper analysis of the data in order to turn it into useful information.

The various statistical procedures that were utilised as part of the study are described below. Note that the particular statistical tests or procedures were selected for their sustainability to the main research hypothesis of this research study.

Hypothesis 1: There is a significant statistical relationship between talent mindset and organisational commitment.

The following section describe the statistical analysis that were used throughout the data analysis portion of this study.

3.6.1 Descriptive Statistics

In order to analyse the descriptive statistics the following methods were used:

- Independent t-test

According to Field (2005), the function of an independent t-test is to compare two means. This test was used when testing for the effects of the biographical characteristics of gender and race, the independent t-test in conjunction with its non-parametric counterpart, namely the Mann-Whitney test was used.

- One-way analysis of variance (ANOVA)

The one-way ANOVA can be used to analyse situations where there are numerous independent variables and it can also conclude how these independent variables interact with one another and what outcome these interactions may have on the dependent variable (Field, 2005). In essence, the ANOVA can be used to conclude whether or not there is a difference between groups on a variable (Pallant, 2005). The ANOVA was used to test the effect of age, years of employment and responses to the statement “I feel motivated in my current position” on the construct of organisational commitment and talent mindset.

- Cohen’s *d* effect size

An effect size can be explained as “an objective and standardized measure of the magnitude of the observed effect” (Field, 2005). The effect size is therefore calculating, in addition to the ANOVA or t-test, when a certain outcome is significant. The measure that was utilised in this study was the Cohen’s *d* effect size, Cohen (1992, as cited in Field, 2002) suggests that the following typically describes a large, medium or small effect size (see table 13).

Table 13: Cohen's *d* Effect Size (Field, 2005)

R = .10 (small effect)	Effect explains 1% of the total variance
R = .30 (medium effect)	Effect accounts for 9% of the total variance
R = .50 (large effect)	Effect accounts for 25 % of the variance

Source: Adapted from Field (2005)

3.6.2 Reliability

The following method was used to measure reliability:

- Cronbach's alpha coefficient

The Cronbach's alpha coefficient is used as a measure of reliability of a psychometric test. Thus, as stated by Field (2005), the scale should unfailingly imitate the construct it is measuring. The reliability of the questionnaire was evaluated by utilising the Cronbach's alpha coefficient. According to Field (2005), a high Cronbach's alpha coefficient of at least 0.7 is reflective of high internal consistency of a questionnaire. This can therefore be translated as displaying a high level of reliability of the questionnaire (Combrink, 2010).

3.6.3 Correlation

To address the research question a correlation analysis was utilised:

- Pearson's correlation coefficient

Pearson's correlation coefficient can be described as "a *standardized* measure of the strength of relationship between two variables" (Field, 2005). It therefore contributes to determining how much change in one variable is explained by change in another variable (Pallant, 2005, as cited in Combrink, 2010). The Pearson's correlation coefficient was used to address the central research question by determining the association of the direction between talent mindset and organisational commitment.

The next section will address the research ethics to be considered throughout the study.

3.7 RESEARCH ETHICS

The proposed study aimed to adhere to the following ethical considerations (Saunders, *et al.*, 2009, Leedy & Ormrod, 2010):

- *Plagiarism* – Recognition was given to all sources which were utilised in this study.

- *Informed consent* – Participants were given a written consent form (See Appendix B). This consent form included the purpose of the study, it stated that the study is voluntary, will be treated as anonymous and is strictly confidential.
- *Permission of organisations* – Permission was attained from all universities for their employees to participate in the study prior to any communication with employees to participate.
- *Right to privacy* – The names and identity of participants remained anonymous at all times.
- *Prohibition on the use of incentives* – No incentives were to be used as a means to gain participation.
- *Data reporting* – All complete responses were to be utilised when analysing the data in order to ensure an honest representation of data received. The participants remained anonymous in the reporting process.
- *Researcher's honesty, integrity and objectivity* – Questionnaires are designed to remain free from leading questions and the logic of results were compared to that of available secondary data.

3.8 SUMMARY

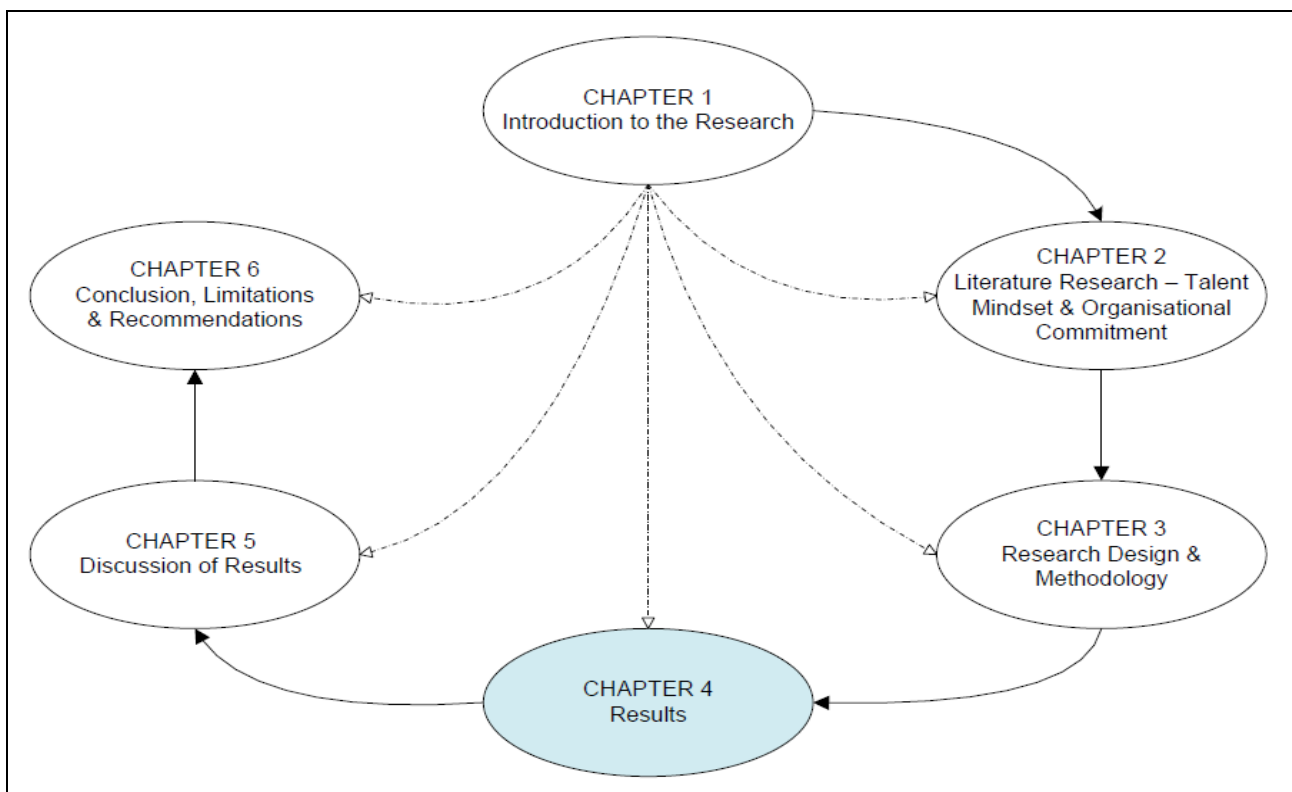
This chapter focused on the processes and methods that needed to be undertaken in order to execute the research study. This included the research design, sampling methods, sampling statistics, data collection, data analysis as well as the quality and rigour of the study. A description of the instruments used to measure the constructs applicable to this study also formed part of this chapter. Finally, the chapter concluded with the ethical considerations addressed throughout the study. The following chapter aims to portray the data analysis.

CHAPTER 4: RESULTS

4.1 INTRODUCTION

The previous chapter outline the various methods and processes that are needed in order to conduct the statistical analysis. This chapter aims to portray and interpret the results obtained from the statistical procedures described in chapter 3. More specifically this chapter's discussion will include reference to the descriptive statistics, reliability of the various instruments, correlations between constructs as well as the differences or similarities between groups.

Figure 7: Chapter 4 in context



4.2 DESCRIPTIVE STATISTICS

4.2.1 Talent Mindset and Organisational Commitment Descriptives

The table below indicate the specific descriptives relating to the means scores of the construct of talent mindset (TM) and organisational commitment (OC). These results can be used to test if Sub-hypothesis 1.1 and 1.2 is accepted or rejected.

Sub-hypothesis 1.1:

HODs in higher education institutes do have organisational commitment.

Table 14 indicates that the mean score towards OC is 5.56 out of a possible score of 7. It is therefore evident that there is a positive trend towards OC in this sample group.

Table 14: Organisational Commitment Descriptive Statistics

	<i>Organisational Commitment</i>
N	53
Mean	5.6113
Std. Deviation	.84810
Minimum	3.60
Maximum	7.00

Figure 8: Graphical Depiction of OC Mean Score in term of Possible Answers

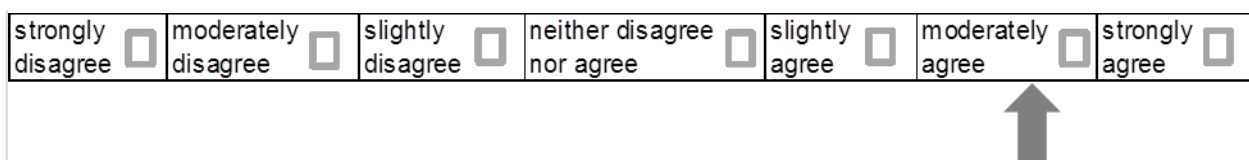


Figure 8 above also graphically displays the OC mean of the sample group in terms of the possible answers that they could have chosen and indicates a positive trend towards OC.

Sub-hypothesis 1.1 is therefore accepted.

Sub-hypothesis 1.2:

HODs in higher education institutes do have a talent mindset.

Table 15 indicates that the mean score for the sample group is 2.9 out of a possible score of 5. Overall there seems to be a slight positive trend that the sample group do have a TM, even though the mean score is almost 2.5 which would indicate a neutral feeling towards TM.

Table 15: Talent Mindset Descriptive Statistics

		<i>Talent Mindset</i>
N	Valid	53
	Mean	2.9364
	Std. Deviation	.57187
	Minimum	1.92
	Maximum	4.64

Figure 9: Graphical Depiction of TM Mean Score in term of Possible Answers

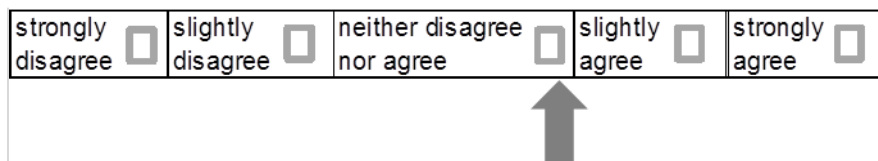


Figure 9 above also graphically displays the TM mean of the sample group in terms of the possible answers that they could have chosen and indicates slight indication of a positive trend towards a TM.

Sub-hypothesis 1.2 can therefore be accepted.

4.3 RELIABILITY ANALYSIS

A reliability analysis was conducted on both the Organisational Commitment Questionnaire (OCQ) as well as the Talent Mindset Index (TMI). The results of the reliability analysis for both of the instruments will be discussed next.

4.3.1 Organisational Commitment Questionnaire

Table 16 portrays the reliability statistics and indicates a Cronbach Alpha Coefficient of 0.910 from the 15 items used in the Organisational Commitment Questionnaire (OCQ).

Table 16: Reliability Statistics for the OCQ

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.910	15

Field (2005) stated that a Cronbach Alpha of 0.70 and higher is an acceptable value. Therefore, as indicated in table 16, a Cronbach Alpha Coefficient of 0.910 indicates that the OCQ is highly reliable and can thus consistently measure organisational commitment in a higher education environment.

4.3.2 Talent Mindset Index

Table 17 illustrates a 0.930 Cronbach Alpha Coefficient from the 36 items used in the Talent Mindset Index (TMI). This indicates that the TMI is highly reliable and can thus consistently measure the construct of TM in a higher education environment.

Table 17: Reliability Statistics for the TMI

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.930	36

4.4 PEARSON PRODUCT MOMENT CORRELATION

In order to test hypothesis 1 a Pearson product moment correlation was utilised to assess the relationship between talent mindset and organisational commitment.

Hypothesis 1: There is a statistical significant relationship between talent mindset and organisational commitment

A medium practically significant positive correlation ($r_{(df = 53; p < 0.000)} = 0.480$, medium effect) between OC and TM is displayed in Table 18. It can therefore be concluded that the respondents increase towards OC can be associated with an increased perception of their TM.

Table 18: Correlation Table between OCQ and TMI

		<i>TM</i>	<i>OC</i>
Talent Mindset TM	Pearson Correlation	1	.480**
	Sig. (2-tailed)		.000
	N	53	53
Organisational Commitment (OC)	Pearson Correlation	.480**	1
	Sig. (2-tailed)	.000	
	N	53	53

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 1 is therefore accepted.

4.5 TESTING FOR BIOGRAPHICAL CHARACTERISTICS EFFECT

In order to test the various sub-hypotheses related to biographical details the respondents provided, statistical tests were performed to test for biographical effect.

Sub-hypothesis 2.1

There is a statistically significant difference between the effects of the various biographical variables (race, gender, age and years of employment) in terms of their TM and OC

Sub-hypotheses were formulated for each biographical variable in order to test sub-hypothesis 2.1

4.5.1 Gender and Race Effects

Sub-hypothesis 2.1.1

There is a statistically significant difference between the effects of gender on talent mindset and organisational commitment.

An independent samples t-test was utilised to test this hypothesis. The Mann-Whitney test was also used as a confirmatory tool rather than having to test for all the assumption for the t-test (see Table 21). Table 19 indicates that the mean scores for females in both OC (M=5.7, SE = 1.5) and TM (M = 3.13, SE = 0.1) were slightly higher than males. However, table 20 concludes that these differences were not significant in both OC $t(55) = .763, > .05$ and TM $t(51) = 1.712, > .05$. In addition, the effect size were calculated for both OC and TM and indicated a medium effect size for OC ($r=0.23$) and a large effect size for TM ($r = 0.51$).

Table 19: T-test Group Statistics for Gender

	<i>Gender:</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Org Commitment	Female	17	5.7412	.80135	.19436
	Male	36	5.5500	.87351	.14558
Talent Mindset	Female	17	3.1285	.47729	.11576
	Male	36	2.8457	.59612	.09935

Table 20: Independent Sample T-test for Gender

	<i>Levene's Test for Equality of Variances</i>		<i>t-test for Equality of Means</i>							
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>		
								<i>Lower</i>	<i>Upper</i>	
OC	Equal variances assumed	.301	.586	.763	51	.449	.19118	.25059	-.31190	.69425
	Equal variances not assumed			.787	34.087	.437	.19118	.24283	-.30228	.68463
TM	Equal variances assumed	.622	.434	1.712	51	.093	.28284	.16525	-.04892	.61460
	Equal variances not assumed			1.854	38.663	.071	.28284	.15255	-.02581	.59149

Table 21: Mann Whitney U Test for Gender

<i>Null Hypothesis</i>	<i>Race:</i>	<i>N</i>	<i>Mean</i>
The distribution of TM is the same across categories of gender	Independent-samples Mann-Whitney U Test	.052	Retain the null hypothesis
The distribution of OC is the same across categories of gender	Independent-samples Mann-Whitney U Test	.486	Retain the null hypothesis

Asymptotic significances are displayed. The significance level is .05

Sub-hypothesis 2.1.2

There is a statistically significant difference between the effects of race on talent mindset and organisational commitment.

An independent samples t-test was utilised to test this hypothesis. The Mann-Whitney test was also used as a confirmatory tool rather than having to test for all the assumption for the t-test (see Table 24). In terms of the responses towards the construct of OC, the white respondents had a slightly higher mean score ($M=5.73$, $SE = 0.132$) than the African group (see table 21). This difference was not significant $t(48) = 1.879$, $> .05$ (see table 22), however, it did represent a large sized effect $r=.63$ In terms of the responses towards the construct of TM, the African respondents had a slightly higher mean score ($M= 3.15$, $SE = .163$) than the White group. This difference was not significant $t(48) = -1.122$, $> .05$, however, it did represent a medium sized effect $r=-0.44$

Table 22: T-test Group Statistics for Race

	<i>Race:</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Org Commitment	White	40	5.7300	.83375	.13183
	African	10	5.1733	.85502	.27038
Talent Mindset	White	40	2.8977	.59065	.09339
	African	10	3.1472	.51670	.16340

Table 23: Independent Sample T-test for Race

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
OC	Equal variances assumed	.005	.942	1.879	48	.066	.55667	.29620	-	1.15222 .03889
	Equal variances not assumed			1.851	13.610	.086	.55667	.30081	-	1.20357 .09024
TM	Equal variances assumed	.030	.863	-	48	.228	-.24955	.20418	-	.16098 .66007
	Equal variances not assumed			-	15.460	.204	-.24955	.18820	-	.15056 .64965

Table 24: Mann Whitney U test for race

Null Hypothesis	Race:	N	Mean
The distribution of TM is the same across categories of race	Independent-samples Mann-Whitney U Test	.151	Retain the null hypothesis
The distribution of OC is the same across categories of race	Independent-samples Mann-Whitney U Test	.063	Retain the null hypothesis

Asymptotic significances are displayed. The significance level is .05

Taking results from the independent t-tests into account, the following can be concluded in terms of sub-hypothesis 2.1.1 and 2.1.2:

- The null hypothesis that there is a statistically significant difference between the effects of gender on OC and TM is rejected.
- Sub-hypothesis 2.1.1 is therefore not supported by empirical evidence.
- The null hypothesis that there is a statistically significant difference between the effects of race on OC and the TM is rejected.
- Sub-hypothesis 2.1.2 is therefore not supported by empirical evidence.

The results therefore indicate that there is no apparent statistical evidence that the perceptions towards TM and OC are the same for both gender groups as well as the two race groups compared in this study.

4.5.2 Age and Years of Employment

Sub-hypothesis 2.1.3

There is a statistical significant difference between the different age groups in terms of how the HODs perceive OC. The one-way ANOVA was used to test this hypothesis.

Table 25 displays the results of the comparison of OC in terms of age. It is clear from the results that there was no statistically significant difference between the different age groups as determined by the one-way ANOVA ($p = .156 > .05$).

Table 25: ANOVA Table for Organisational Commitment and Age

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	3.615	3	1.205	1.829	.156
Within Groups	28.985	44	.659		
Total	32.599	47			

It can therefore be concluded, regarding sub-hypothesis 2.1.3, that:

- The null hypothesis that there is a statistically significant difference between the different age groups towards OC is rejected.
- Sub-hypothesis 1.1.3 is thus not supported by empirical evidence

Sub-hypothesis 2.1.4

There is a statistical significant difference between the different age groups in terms of their perception towards having a talent mindset (TM).

Table 26 displays the results obtained when TM and age were compared. By using the one-way ANOVA test it was determined that there was a statistically significant difference between the different age groups towards their TM ($p = .047 < .05$).

Table 26: ANOVA Table for Talent Mindset and Age

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	2.538	3	.846	2.876	.047
Within Groups	12.947	44	.294		
Total	15.485	47			

Gabriel's multiple comparison test was used to determine the nature of the effect. Table 27 revealed that there was a significant difference between age groups 50-59 and 60-65 years of age with $p = 0.029$ at a 0.05 level of significance. In addition, the effect size was computed and resulted in a large effect size ($r = 1.16$) All the other age groups' p-values ranged between 0.25 and 1.00 indicating that there are no significant differences between those groups.

Table 27: Gabriel's Multiple Comparison between Talent Mindset and Age

(I) Age:	(J) Age:	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
	40-49 years	-.08462	.40683	1.000	-1.0934	.9242
35-39 years	50-59 years	.08587	.40229	1.000	-.8951	1.0669
	60-65 years	-.52706	.42017	.695	-1.6057	.5515
40-49 years	35-39 years	.08462	.40683	1.000	-.9242	1.0934
	50-59 years	.17049	.18194	.920	-.3287	.6697
	60-65 years	-.44245	.21867	.247	-1.0393	.1544
50-59 years	35-39 years	-.08587	.40229	1.000	-1.0669	.8951
	40-49 years	-.17049	.18194	.920	-.6697	.3287
	60-65 years	-.61294*	.21009	.029	-1.1819	-.0439
60-65 years	35-39 years	.52706	.42017	.695	-.5515	1.6057
	40-49 years	.44245	.21867	.247	-.1544	1.0393
	50-59 years	.61294*	.21009	.029	.0439	1.1819

*. The mean difference is significant at the 0.05 level.

Table 28 focuses on the various differences in terms of the various age groups' mean scores. We have already determined above that the 50-59 year group was significantly different to the 60-65 year group. Note that the oldest age group seems to be slightly more inclined towards having a TM than the rest of the age groups where their mean scores range between 2.7 and 2.9.

Table 28: Comparison of Mean Score for Talent Mindset and Age

	<i>N</i>	<i>Mean</i>
35-39 years	2	2.8056
40-49 years	16	2.8902
50-59 years	20	2.7197
60-65 years	10	3.3326
Total	48	2.9078

It can therefore be concluded, with regards to sub-hypothesis 2.1.4, that:

- The null hypothesis that there is a statistical significant difference between the different age groups in terms of their perception towards having a TM, is accepted.
- Sub-hypothesis 2.1.4 is thus supported by empirical evidence.

Sub-hypothesis 2.1.5

There is a statistical significant difference between the effects of years of employment and organisational commitment (OC).

Table 29 displays the results obtained when OC and years of employment were compared. By using the one-way ANOVA test it was determined that there was no statically significant difference between the different years of employment groups in terms of their OC ($p = .626 > .05$) at the 0.05 level of significance.

It can therefore be concluded, regarding sub-hypothesis 2.1.5, that:

- The null hypothesis that there is a statistically significant difference between the effects of years of employment and OC is rejected.
- Sub-hypothesis 2.1.5 is thus not supported by empirical evidence

Table 29: ANOVA Table for Organisational Commitment and Years of Employment

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	2.627	5	.525	.701	.626
Within Groups	32.229	43	.750		
Total	34.856	48			

Sub-hypothesis 2.1.6

There is a statistical significant difference between the effects of years of employment and their talent mindset (TM).

Table 30 displays the results obtained when TM and years of employment were compared. By using the one-way ANOVA test it was determined that there was no statically significant difference between the different years of employment groups in terms of their TM ($p = .626 > .05$) at the 0.05 level of significance.

It can therefore be concluded, regarding sub-hypothesis 2.1.6, that:

- The null hypothesis that there is a statistically significant difference between the effects of years of employment and TM is rejected.
- Sub-hypothesis 2.1.6 is thus not supported by empirical evidence

Table 30: ANOVA Table for Talent Mindset and Years of Employment

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	.467	5	.093	.262	.931
Within Groups	15.330	43	.357		
Total	15.798	48			

Sub-hypothesis 2.1.7:

There is a statistically significance difference between the effect of how the respondents answered to the statement “I feel motivated in my current position” and their organisational commitment.

Table 31 displays the results obtained when organisational commitment (OC) and the responses to the statement “I feel motivate in my current position” are compared. By using the one-way ANOVA test it was determined that there was a statically significant difference between the responses of the statement and OC ($p = .002 < .05$).

Table 31: ANOVA Table for Organisational Commitment and Responses to Statement "I feel motivated in my current position"

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	9.458	3	3.153	5.528	.002
Within Groups	27.944	49	.570		
Total	37.402	52			

Gabriel's multiple comparison test was used to determine the nature of this effect. Table 32 reveals that there was a significant difference between the responses of "Strongly Agree" and "Disagree" with $p = 0.004$ at a 0.05 level of significance. In addition, the effect size was computed and resulted in a large effect size ($r = 1.78$). There was also a significant difference between the responses of "Agree" and "Disagree" with $p = 0.01$. The effect size was computed and the Cohen's d of $r = 1.43$ indicates a large effect size.

Table 32: Gabriel's Multiple Comparison between OC and "I feel motivated in my current position"

	<i>(I) I feel motivated in my current position</i>	<i>(J) I feel motivated in my current position</i>	<i>Mean Difference (I-J)</i>	<i>Std. Error</i>	<i>Sig.</i>	<i>95% Confidence Interval</i>	
						<i>Lower Bound</i>	<i>Upper Bound</i>
Strongly Agree	Agree		.12903	.23651	.994	-.5176	.7756
	Neither		.85731	.35364	.086	-.0742	1.7888
	Disagree/Agree		1.23509*	.35364	.004	.3036	2.1666
Agree	Strongly Agree		-.12903	.23651	.994	-.7756	.5176
	Neither		.72828	.34781	.178	-.1795	1.6361
	Disagree/Agree		1.10606*	.34781	.010	.1982	2.0139
Neither	Strongly Agree		-.85731	.35364	.086	-1.7888	.0742
	Agree		-.72828	.34781	.178	-1.6361	.1795
	Disagree/Agree		.37778	.43600	.944	-.8150	1.5705
Disagree	Strongly Agree		-1.23509*	.35364	.004	-2.1666	-.3036
	Agree		-1.10606*	.34781	.010	-2.0139	-.1982
	Neither		-.37778	.43600	.944	-1.5705	.8150
		Disagree/Agree					

*. The mean difference is significant at the 0.05 level.

From Table 33 it can also be concluded that the mean scores of the responses of “Disagree” is similar to the “Neither Disagree/Agree” response group. The “Neither Disagree/Agree” response group’s mean score is also similar to the “Agree” and “Strongly Agree” groups. Therefore, it is evident that the “Disagree” response group’s mean score is significantly different than the “Agree” and “Strongly Agree” response groups.

The mean scores of OC across all responses were previously determined as 5.6. Looking at the “Agree” and “Strongly Agree” response groups it can be concluded that they show a positive trend towards OC with a mean score of 5.7 and 5.9 respectively. This indicates that the more motivated the respondents feel in their current position the more committed they also tend to be towards their organisation.

Table 33: Homogeneous Subsets of ANOVA Responses

I feel motivated in my current position	Subset for alpha = 0.05	
	Group 1	Group 2
Disagree	4.6667	
Neither Disagree/Agree	5.0444	5.0444
Agree		5.7727
Strongly Agree		5.9018

It can therefore be concluded, with regards to sub-hypothesis 2.1.7 that:

- The null hypothesis that there is a statistically significance difference between the effect of how the respondents answered to the statement “I feel motivated in my current position” and their OC, can be accepted.
- Sub-hypothesis 2.1.7 is thus supported by empirical evidence.
- From the results it can also be assumed that the more motivated the respondents feel in their current position the more committed they tend to be towards their organisation.

4.6 SUMMARY

In this chapter the results of various statistical procedures were analysed and reported on. This chapter revealed the results of the reliability analysis, descriptive statistics, Pearson product-moment correlations, t-tests and ANOVAs of this study.

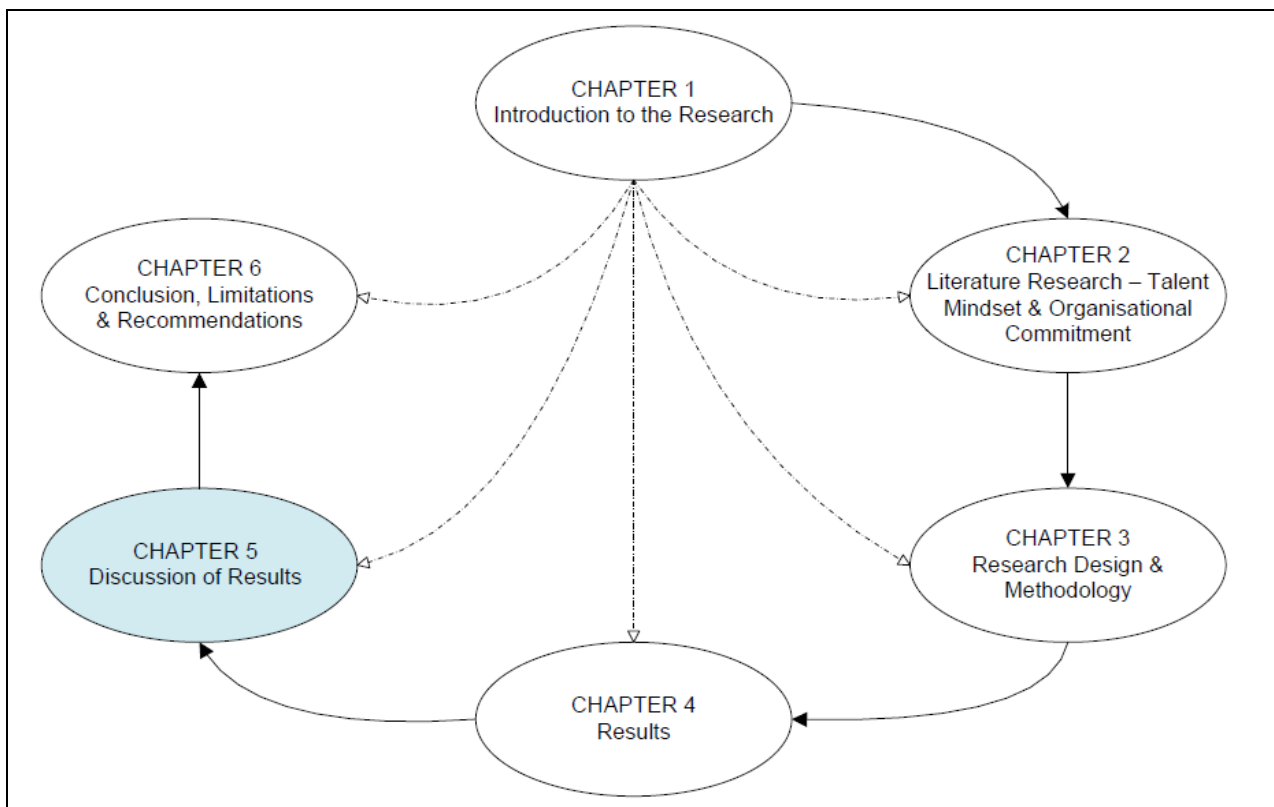
The next chapter aims to interpret and discuss the results of this research, as well as integrate it with existing theoretical and empirical information in order gain more insight into the constructs of OC and TM of HODs in higher education institutions.

CHAPTER 5: DISCUSSION OF THE RESULTS

5.1 INTRODUCTION

This chapter outlines the discussion and interpretation of the results depicted in Chapter 4. For the purpose of this study three main research objectives as well as six secondary objectives were formulated to gain more insight into the talent mindset and organisational commitment in higher education institutions in South Africa. This chapter aims to discuss the results and the implications of the results, in the light of the literature, based on the formulated research objectives.

Figure 10: Chapter 5 in context



5.2 REVIEW OF THIS STUDY

The main purpose of the study was to investigate whether a relationship exists between the talent mindset and organisational commitment amongst the head of departments in higher education institutions.

The main purposes of the study were:

- To investigate the talent mindset of heads of departments in higher education institution in South Africa.
- To investigate the organisational commitment of the heads of departments in higher education institutions in South Africa.
- To identify whether a relationship between the talent mindset and the organisational commitment exists amongst the heads of departments in higher education institution in South Africa.

The integrative hypothesis were thus formulated as follows:

Hypothesis 1: There is a statistical significant relationship between talent mindset and organisational commitment of the heads of departments in higher education institutions in South Africa.

The secondary objectives of the empirical research to add to the findings of objectives outlined above were formulated as follows:

- To determine if gender has an impact on the talent mindsets and organisational commitment of HODs
- To determine if race has an impact on the talent mindsets and organisational commitment of HODs

- To determine if age has an impact on the talent mindsets and organisational commitment of HODs
- To determine if years of employment has an impact on the talent mindset and organisational commitment of HODs;
- To determine if there is a relationship between the respondents feeling motivated in their current position and their organisational commitment.

In order to achieve these objectives, two questionnaires were administered to the heads of departments in a higher education institution in South Africa. These two questionnaires are as follows:

- The Talent Mindset Index (TMI) which measures the HODs talent mindset;
- The Organisational Commitment Questionnaire (OCQ) which measures HODs organisational commitment.

The results of the above mentioned questionnaires were analysed and demonstrated in the previous chapter.

In addition to the empirical research objectives, secondary objectives of the literature were formulated as follows:

- To define the construct of *talent mindset*;
- To define the construct of *organisational commitment*;
- To review relevant aspects of *talent management*;
- To review the literature of current challenges that higher education institutions face in terms of talent management processes;

The following section will highlight the key findings of the literature review.

5.3 KEY FEATURES OF THE LITERATURE REVIEW

A review of the literature revealed that a talent mindset is the passionate belief that if an organisation wants to achieve their goals and gain a competitive advantage, talent is imperative (Michaels, Handfield-Jones & Axelford, 2001). Literature also revealed that a positive talent mindset is the evidence that organisations value talent as a key asset (Buckingham, n.d).

It was concluded that a TM forms the basis of talent management as a whole. It emphasises the value a positive mindset towards talent may have regarding the readiness to implement talent management strategies or models. According to the researcher's knowledge, no other studies have identified what the current talent mindset of HODs is, which leads to their readiness to implement talent management strategies to enhance the attraction and retention of academic staff.

Furthermore, according to the literature, organisational commitment (OC) in general can be defined as a psychological condition that joins the individual to the organisation (Lesabe & Nkosi, 2007). It has also been established that OC can increase productivity and it is therefore essential to implement strategies (i.e. retention strategies) in order to enhance OC so that the human capital can be effectively managed in the future (Sano, 1999, cited in Lesabe & Nkosi, 2007). In addition, employees who are committed tend to identify strongly with the objectives of the organisation and have a definite need to be accepted as group member of the organisation. It can also be seen as an aspiration to see the organisation succeed in its goals and this leads to a feeling of pride at being part of the organisation (Wright & Kehoe, 2008).

From the literature findings it can be implied that both OC and TM link to talent management, specifically with regards to retention strategies, and suggest that there may be a relationship between organisational commitment and having a talent mindset. There is however, no actual study previously done to support this assumption and it was concluded that according to literature alone, there is no evidence supporting a direct relationship between organisational commitment and having a talent mindset.

The following section will highlight the key empirical findings.

5.4 KEY EMPIRICAL FINDINGS

The discussion of the empirical findings will include the reliability analysis findings as well as the findings of each of the formulated hypotheses.

5.4.1 Reliability Analysis

Field (2005) stated that a Cronbach Alpha of 0.70 and higher is an acceptable value. As indicated in table 16, a Cronbach Alpha Coefficient of 0.910 for the 15 items used in the Organisational Commitment Questionnaire (OCQ) indicates that the OCQ is highly reliable. This questionnaire can thus consistently measure organisational commitment in a higher education environment.

Table 17 illustrates a 0.930 Cronbach Alpha Coefficient from the 36 items used in the Talent Mindset Index (TMI). This indicates that the TMI questionnaire is highly reliable and can thus consistently measure the construct of talent mindset in a higher education environment.

The responses obtained from both of the questionnaires used for the purposes of this study can therefore be seen as accurate and can be used with confidence.

5.4.2 Evaluation of Hypotheses

Hypothesis 1: There is a statistical significant relationship between talent mindset and organisational commitment of the HODs in higher education institutions in South Africa.

The study found that there is a relationship between the talent mindset and organisational commitment of the HODs in higher education institutions. It can therefore be said that hypothesis 1 is accepted and supported by empirical evidence.

To date no evidence, according to the researcher's knowledge, could be found in relevant literature to support the above mentioned finding, making this a very noteworthy discovery.

The correlations concluded that the respondents' increase towards organisational commitment can be associated with an increased perception of their talent mindset. Thus, the more committed an HOD is towards his or her institution the more of a talent mindset this individual will have and *vice versa*. Given the fact that there is vast problem in the higher education sector with regards to retaining academic staff members, this finding will support the readiness of the institution to implement a talent management model. It has been established that there is a relationship between the constructs of organisational commitment and talent mindset and therefore this finding could be used as a means to develop appropriate strategies in order to enhance their talent mindset by focusing on improving the organisational commitment. This in return should ensure that the HODs are open to implementing and promoting a talent management model in the institution, which should lead to an increase in attracting and retaining their talent.

Sub-hypothesis 1.1:

HODs in higher education institutions do have organisational commitment.

It was discovered that there is a positive trend towards OC in this sample group. This indicates that the HODs do describe themselves as committed to their institution. As concluded from literature, Sano (1999, cited in Lesabe & Nkosi, 2007) stated that OC can increase productivity and it is therefore essential to implement strategies (i.e. retention strategies) in order to enhance OC so that the human capital can be effectively managed in the future. The fact that the HODs do have OC, implies that that they may tend to be more open towards talent management strategies which will aid their venture to retain human capital in the future. In addition, the more committed they are towards their institution the better the likelihood becomes that they also have a talent mindset. This should lead to understanding and utilising talent management strategies to improve the attraction and retention of the talent.

As mentioned in the section 4.1.2, retention of higher education employees is an evident challenge one needs to address in order to stay ahead of one's competitors. If the HODs do have a talent mindset and therefore do see the need for talent management in higher

education, does OC contribute to this mindset? This could then determine whether OC drives a TM and could be used as a commencement point to enforce a TM in the departments. Therefore, if HODs have OC and consequently a TM, only then can talent management be implemented in higher education institutions and should ensure a competitive edge.

Sub-hypothesis 1.2:

HODs in higher education institutions do have a talent mindset.

It was discovered that there is a slight positive trend towards the HODs having a TM. This is a significant discovery as it indicates what the readiness of the current HODs is in terms of embracing talent management strategies. From the literature it was established that “if an organisation has a mindset that talent is considered as crucial to business success, one can assume that this mental attitude will result in investing a large amount of effort into retaining talent and that there would be practices to reinforce the mindset” (Welby-Cooke, 2010). This emphasises the importance of the HODs first having a TM so that they understand the valuable implications of implementing a talent management model in order to attract and retain talent in higher education institutions.

It was discovered that the HODs show a slight trend towards having a talent mindset and this indicates that currently they might not be fully open towards implementing talent management strategies in their institution. There is thus still room for improvement in terms of increasing their talent mindset in order to fully accept and promote talent management in higher education institutions. It has been determined in the previous section that there is a relationship between talent mindset and organisational commitment. Therefore, steps can be taken to improve the organisational commitment of the HODs even more and this will then also increase their talent mindset as determined by the empirical research. The more entrenched their mindset towards talent is, the more they will accept talent management as a whole and promote the implementation of talent management models to enhance the attraction and retention of academic higher education employees.

Sub-hypothesis 2.1

There is a statistically significant difference between the effects of the various biographical variables (race, gender, age and years of employment) in terms of their talent mindset and organisational commitment.

Various sub-hypotheses were derived from sub-hypothesis 2.1 in order to analyse the biographical variables. The findings relating to sub-hypothesis 2.1 will be discussed next.

Sub-hypothesis 2.1.1

There is a statistically significant difference between the effects of gender in terms of their talent mindset and organisational commitment.

Sub-hypothesis 2.2.2

There is a statistically significant difference between the effects of race in terms of their talent mindset and organisational commitment.

According to the results the following were apparent:

- The null hypothesis that there is a statistically significant difference between the effects of gender on OC and TM is rejected.
- The null hypothesis that there is a statistically significant difference between the effects of race on OC and the TM is rejected.

It was confirmed that there were no apparent statistical evidence that the perceptions towards TM and OC are the same for both gender groups as well as the two race groups compared in this study.

There was thus no significant race or gender effect between the construct of TM and OC. Consequently, gender and race therefore did not have an impact.

Sub-hypothesis 2.1.3

There is a statistical significant difference between the different age groups in terms of how the HODs perceive OC.

It was concluded, regarding sub-hypothesis 2.1.3, that:

- The null hypothesis that there is a statistical significant difference between the different age groups in terms of how the the HODs perceive OC is rejected.

It can therefore be said that age did not have an impact on how the HODs responded in terms of their current commitment towards their organisation or institution.

Sub-hypothesis 2.1.4

There is a statistical significant difference between the different age groups in terms of their perception towards having a talent mindset (TM).

It was concluded, with regards to sub-hypothesis 2.1.4, that:

- The null hypothesis that there is a statistical difference between the different age groups in terms of their perception towards having a TM is accepted.

Firstly, the results revealed that there were indeed differences between the different age groups in terms of their perception towards having a TM. Furthermore, it was discovered that there were specifically a significant difference between the 50-59 and 60-65 years age groups. It was also determined that the oldest group (60-65 years) was slightly more inclined towards having a TM than the rest of the age groups.

The fact that the oldest age group can also be classified as the retirement age group is a noteworthy finding. If the HODs with the highest degree of having a TM are soon to be retired, it could have a significant impact on the overall readiness of the HODs to adopt talent management practices.

It is also worthy to note that the overall sample group that participated in this study constituted of 62.5% of HODs with an age of 50 or higher. This sample also reflects the current representation of HODs in terms of age in this higher education institute.

Transference of knowledge will consequently become fundamental to ensure that the younger age groups will continue to have a TM and to ultimately be ready for implementing and promoting talent management practices in their institution.

Sub-hypothesis 2.1.5

There is a statistical significant difference between the effects on years of employment and organisational commitment (OC).

It was concluded, regarding sub-hypothesis 2.1.5, that:

- The null hypothesis that there is a statistically significant difference between the effects on years of employment and OC is rejected.

The fact that no evidence was prevalent that years of employment does have an effect on HODs' commitment towards their organisation or institution is an interesting discovery. One would assume that the longer an employee remain at a certain organisation the more committed towards the organisation that employee would tend to become. The results of this particular study did not support this assumption and rather concluded that the HODs tend to be committed to their institution regardless of how many years they have been employed at the institution. This is a promising finding as it was also established earlier in this chapter that a TM can be increased by being more committed towards an organisation. If HODs feel committed to their organisation even early on in their employment they may be more prone to having a TM when proper transference of knowledge takes place and their mindset towards talent can be influenced.

Sub-hypothesis 2.1.6

There is a statistical significant difference between the effects of years of employment and their talent mindset (TM).

It can therefore be concluded, regarding sub-hypothesis 2.1.6, that:

- The null hypothesis that there is a statistically significant difference between the effects of years of employment and TM is rejected.

It was determined that the HODs opinion regarding having a TM were not affected by the number of years employed. This could indicate that they will be receptive to having a TM regardless of how many years they have been employed at the institution.

Sub-hypothesis 2.1.7:

There is a statistically significance difference between the effect of how the respondents answered to the statement “I feel motivated in my current position” and their organisational commitment.

- The null hypothesis that there is a statistically significance difference between the effect of how the respondents answered to the statement “I feel motivated in my current position” and their organisational commitment, can be accepted.

The results established that the more motivated the respondents feel in their current position the more committed they tend to be towards their organisation. There are various factors identified in literature that have an effect on employee’s commitment towards their organisations, and one of these factors were morale & motivation (Tsui et al., 1995, cited in Lesabe & Nkosi, 2007). Therefore, the findings that the more motivated the HODs tend to be the more committed they are, were expected. Nevertheless, this finding also confirms the previous discovery that the HODs who participated in this study are committed to their organisation. According to literature, employees who are affectively committed, strongly identify with the goals of the organisation and has a strong need to remain a part of the organisation (Sano, 1999, cited in Lesabe & Nkosi, 2007). It can also be seen as an aspiration to see the organisation succeed in its goals and this leads to a feeling of pride at being part of the organisation (Wright & Kehoe, 2008). Taking this into account HODs should be open to implementing and promoting talent management processes that aligns with organisational goals.

5.5 SUMMARY

In this chapter the results of the statistical procedures were interpreted and discussed with the emphasis on explaining the two constructs of TM and OC as well as their relationship to each other within the context of HODs in higher education.

The results of the statistical analysis indicated the following:

- The TMI and OCQ are reliable instruments for use in higher education institutions.
- The correlations showed that the respondents' increase towards OC can be associated with an increased perception of their TM. Thus, the more committed an HOD is towards his or her institution the more of a TM this individual will have and *vice versa*.
- There is a positive trend towards OC in this sample group. This indicates that the HODs do describe themselves as committed to their institution.
- There is a slight positive trend towards the HODs having a TM. There is still room for improvement in terms of increasing their TM in order to fully accept and promote talent management in higher education institutions. However, as it has been established that OC and TM are related, the institution may embark on using strategies to increase OC which in turn should lead to the enhancement of their TM in order to increase the readiness for implementing talent management strategies.
- The results revealed that there were indeed differences between the different age groups regarding their perception towards having a TM. It was determined that the oldest group (60-65 years) were slightly more inclined towards having a TM than the rest of the age groups. If the HODs with the highest degree of having a TM are soon to be retired, it could have a significant impact on the overall readiness of the HODs to adopt talent management practices in this institution.
- The literature review and empirical research results established that the more motivated the respondents feel in their current position the more committed they tend to be towards their organisation.

The next chapter will focus on the conclusion of this study by presenting the significance and limitations of the study at hand as well as the recommendations for future research opportunities.

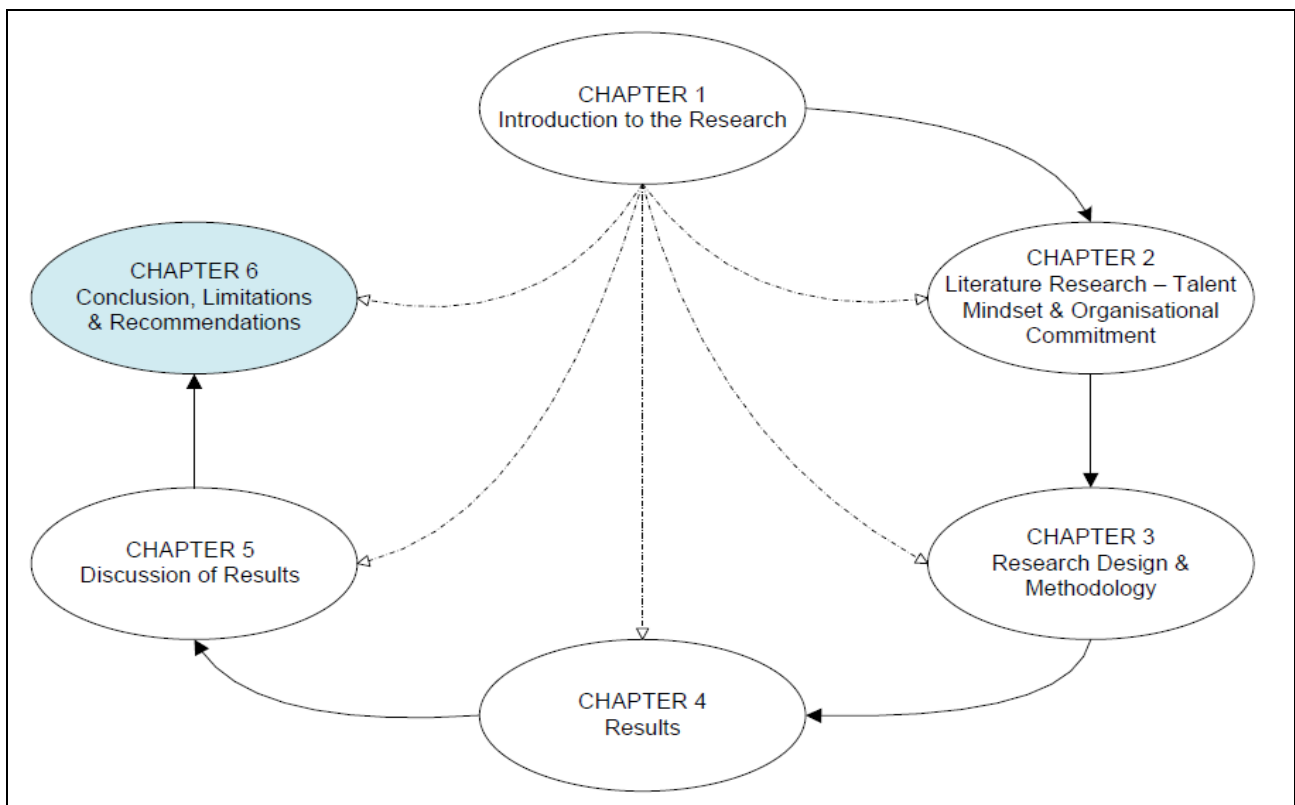
CHAPTER 6: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

Chapter 5 revolved around the discussion of the statistical analyses that were established in chapter 4 as well as a brief summary of the literature.

Chapter 6 concludes with a brief overview of the entire study and the discussion of the significance of this study. Lastly, the limitations of this study and recommendations for future studies based on the results and findings on both the empirical and literature research will be discussed as conclusion to this study.

Figure 11: Chapter 6 in context



6.2 BRIEF OVERVIEW OF THE STUDY

Chapter 1: Introduction and Background

This chapter served as the introduction to this research study and provided the reader with a better understanding of the underlying problem, research purpose as well as the importance and benefits of this study. Furthermore, this chapter stated the empirical and literature research objectives that were used as a basis to execute the study. The chapter consisted of 7 sections:

- Introduction
- Problem statement and research purpose
- Research objectives (which included empirical and literature review objectives)
- Importance and benefits of the study
- Delineations and assumptions the study
- Definition of key terms
- Chapter outline of the study

Chapter 2: Literature Review

The second chapter presented the literature review which was needed for the development of a sound basis for the execution of this study. This chapter is comprised of the review of the literature on:

- Definition of talent mindset
- Talent management as a construct
- Challenges of higher education institutions in South Africa
- Definition of organisational commitment
- Types of employee commitment
- Components of organisational commitment

Chapter 3: Research Design and Methodology

The third chapter provided a detailed discussion on the broad research design, the sampling strategy (which included the sampling statistics of the study), data collection, the

research procedure, the statistical analysis of the data and concluded with the research ethics which were used throughout the study. The design of the research was compiled in such a manner that it could sufficiently meet the research objectives of this study.

Chapter 4: Results

This chapter presented the results of this study based on the responses of the participants. The discussions included the analysis and interpretation of the statistical evidence in order to meet the empirical objectives. The various statistical procedures that were undertaken to analyse the results are as follows:

- Descriptive statistics
- Reliability analysis
- Pearson product-moment correlation analysis
- T-tests and ANOVAs to analyse the biographical characteristics effects on the results

Chapter 5: Discussion of the Results

The 5th chapter provided a review of the study, a summary of the key findings of the literature review, and discussed the key empirical results as found in Chapter 4. The key findings based on the statistical analysis are as follows:

- The TMI and OCQ are reliable instruments for use in higher education institutions.
- The correlations showed that the respondents' increase towards OC can be associated with an increased perception of their TM. Thus, the more committed an HOD is towards its institution the more of a TM this individual will have and *vice versa*.
- There is a positive trend towards OC in this sample group. This indicates that the HODs do describe themselves as committed to their institution.
- There is a slight positive trend towards the HODs having a TM. There is thus still room for improvement in terms of increasing their TM in order to fully accept and promote talent management in higher education institutions. However, as it has been established that OC and TM are related, the institution may embark on using

strategies to increase OC which in turn should lead to the enhancement of their TM in order to increase the readiness for implementing talent management strategies.

- The results revealed that there were indeed differences between the different age groups and their perception towards having a TM. It was determined that the oldest group (60-65 years) were slightly more inclined towards having a TM than the rest of the age groups. If the HODs with the highest degree of having a TM are soon to be retired, it could have a significant impact on the overall readiness of the HODs to adopt talent management practices in this institution.
- The literature review and empirical research results established that the more motivated the respondents feel in their current position the more committed they tend to be towards their organisation.

Chapter 6: Conclusions, Limitations and Recommendations

The main purpose of the sixth and final chapter of this study is to draw final conclusions regarding this study. This chapter also provides the significance and limitations of the study at hand as well as recommendations for future research opportunities.

In the following sections the significance, limitations and recommendation of this study will be discussed.

6.3 SIGNIFICANCE OF THE STUDY

This research study has practical, methodological and theoretical significance as it adds to an enhanced understanding of OC and TM in theory as well as in practice, specifically in the context of higher education institutions.

The theoretical, practical and methodological significance will be discussed in the following sections.

6.3.1 Theoretical significance

The literature review contributes to a better understanding of TM and OC in general as well as how these constructs may have an impact on the challenges that higher academic

institutions face regarding the attraction and retention of academic staff. In addition, the literature review highlighted how TM forms the basis of talent management and that the more of a mindset towards talent an individual has, their readiness for implementing talent management strategies increases.

Lastly by analysing the literature it was suggested that TM and OC could have a relationship. This relationship was further confirmed by the empirical research.

6.3.2 Methodological significance

The research design and methods used in this study contribute to research regarding the constructs of TM and OC. According to the researcher's knowledge, no empirical research has been conducted specifically between the relationship of TM and OC in higher education institutions. Thus, the findings of this study are significant as it fills the gap in the research regarding empirical research conducted on the relationship between the TM and OC in a higher education environment.

Furthermore, the findings of the study do not only provide valuable insight into the relationship between TM and OC, they also provides insight into higher education HODs' current state of mind towards TM and to what extent they are ready to implement and promote talent management strategies.

6.3.3 Practical significance

As stated by Coetzee (2006, cited in Du Plessis, 2010), "theories are a simplified conceptual presentation of complex, real world situations that proposes to enhance our insight into a specific phenomenon". This study therefore addressed such a complex, real world situation by looking at the impact TM and OC can have on academic HODs' readiness to implement talent management strategies.

This study provides evidence that there is a correlation between OC and TM of academic HODs. Thus, if management utilises existing techniques to increase OC, this should lead to the enhancement of the head of departments' TM.

In addition, the literature review motivated the use of talent management strategies or models as an effective retention strategy. Therefore, the enhanced talent mindset of the HODs should lead to the readiness to implement sound talent management strategies which should lead to more effective attraction and retention of academic staff.

6.4 LIMITATIONS OF THE STUDY

Although the study provided significant insights into the relationship between TM and OC among academic HODs, it is accepted that this study has the typical limitations of survey research. Nonetheless, the following are recognised as specific limitations of this study:

- The questionnaires were only distributed to one university in South Africa due to the fact that at the time of commencement of this study permission was not obtained from other leading universities to distribute the questionnaire to their HODs. This resulted in a relatively small sample group which may have restricted the results obtained. In addition, participation in the study was voluntary and as a result the quality and size of the sample group was dependent on the willingness of the target population to participate. The small sample removed the possibility to conduct factor analyses as part of this study. The sampling method used for this study was a sample of convenience. The implication thereof is that this study is only applicable to the higher education institution that formed part of the study, as well as comparable institutions.
- Another limiting factor in terms of the response rate of the HODs could be due to the fact that HODs have various academic duties to fulfil and they may not have the time to complete the questionnaires. They also might have resistance to the fact that the specific information obtained from these questionnaires may be sensitive and they might prefer not to respond.
- Paper based questionnaires were distributed for reasons previously discussed in section 3.5.2. This may have resulted that a limited amount of questionnaires may have been lost when being sent to the HR department via internal post. Manual data capturing from a paper based format may also result in potential errors which may result in less accurate data when utmost care is not taken.

- It was noted that 20% of the respondent of this study are on the brink of retirement. It is useful to note that despite their positive TM they may leave the institution and new HODs may be appointed. The study might need occasional revision to remain applicable to the current environment under study.

The next section will highlight the recommendations for future research.

6.5 RECOMMENDATIONS

- Obtain a sample from multiple higher education institutions in order to gain a more comprehensive picture of the TM and OC in higher education institutions.
- Proper processes should be implemented to ensure a higher response rate and this may consist of including online versions of the questionnaires to distribute to a large population effortlessly.
- Additional assessment methods, such as focus groups and interviews may be utilised in order to gain more comprehensive insights.
- If more higher education institutions, and consequently more HODs, can partake in such a study it would be valuable to investigate if different departments have different perceptions towards OC and TM. This may allow the institution to focus on specific departments that have a low OC or TM in order to improve their readiness to implement talent management strategies.
- More research should be done on what the effects of retirement are in higher education institutions and whether proper strategies are followed regarding the transference of knowledge. This transference of knowledge should enable employees to build upon a positive TM in generations to come if proper strategies are implemented.
- As this study only focuses on the presence of TM and OC and the relationship between them, additional research still needs to be conducted specifically as to which talent management models or strategies will be most suitable to implement in the higher education institutions in order to effectively attract and retain academic staff.

6.6 CONCLUSION

This chapter provided the final conclusions including a brief overview of the study as well as the significance and limitations of this study. Lastly, recommendations were proposed for potential future research opportunities.

The study of the relationship between the talent mindset and organisational commitment adds valuable information to the industrial psychology research field. The potential ability of enhancing an individuals' commitment towards their organisation, and in turn their talent mindset, holds a number of benefits for higher education institutions specifically relating to the increase in readiness and willingness to implement talent management strategies. These talent management strategies should enhance and promote the attraction and retention of academic staff, as this is an on-going challenge in the higher education environment.

Organisational commitment has been a popular field of research for several years. There was, however, still a gap in the field of research which addresses the influence organisational commitment can have on an individual's talent mindset.

The findings of the study do not only provide valuable insight into the relationship between talent mindset and organisational commitment, it also provides insight into higher education HODs' current state of mind towards talent mindset and to what extent they are ready to implement and promote talent management strategies.

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APPENDIX A

Data collection instruments -



The Organisational Commitment Questionnaire (OCQ)

Dear respondent

Thank you for your willingness to complete this survey. The purpose of the survey is to determine your perceptions of organisational commitment. The survey should not take more than 10 minutes to complete. This is an anonymous and confidential survey. You cannot be identified and the answers you provide will be used for research purposes only.

Please answer all the questions. There are no right or wrong answers. We are interested in understanding your perceptions of organisational commitment in your organisation.

Please read each statement carefully and then tick the box to indicate the extent to which you agree or disagree with each statement. Choose 1 if you 'strongly disagree' with the statement, 2 if you 'moderately disagree' with the statement, 3 if you 'slightly disagree' with the statement, 4 if you 'neither disagree nor agree' with the statement, 5 if you 'slightly agree' with the statement, 6 if you 'moderately agree' with the statement, or 7 if you 'strongly agree' with the statement.

1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful

strongly disagree <input type="checkbox"/>	moderately disagree <input type="checkbox"/>	slightly disagree <input type="checkbox"/>	neither disagree nor agree <input type="checkbox"/>	slightly agree <input type="checkbox"/>	moderately agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>
--	--	--	---	---	---	---

2. I talk up this organization to my friends as a great organization to work for

strongly disagree <input type="checkbox"/>	moderately disagree <input type="checkbox"/>	slightly disagree <input type="checkbox"/>	neither disagree nor agree <input type="checkbox"/>	slightly agree <input type="checkbox"/>	moderately agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>
--	--	--	---	---	---	---

3. I feel very little loyalty to this organization

strongly disagree <input type="checkbox"/>	moderately disagree <input type="checkbox"/>	slightly disagree <input type="checkbox"/>	neither disagree nor agree <input type="checkbox"/>	slightly agree <input type="checkbox"/>	moderately agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>
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4. I would accept almost any type of job assignment in order to keep working for this organization

strongly disagree <input type="checkbox"/>	moderately disagree <input type="checkbox"/>	slightly disagree <input type="checkbox"/>	neither disagree nor agree <input type="checkbox"/>	slightly agree <input type="checkbox"/>	moderately agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>
--	--	--	---	---	---	---

5. I find that my values and the organization's values are very similar

strongly disagree <input type="checkbox"/>	moderately disagree <input type="checkbox"/>	slightly disagree <input type="checkbox"/>	neither disagree nor agree <input type="checkbox"/>	slightly agree <input type="checkbox"/>	moderately agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>
--	--	--	---	---	---	---

6. I am proud to tell others that I am part of this organization

strongly disagree <input type="checkbox"/>	moderately disagree <input type="checkbox"/>	slightly disagree <input type="checkbox"/>	neither disagree nor agree <input type="checkbox"/>	slightly agree <input type="checkbox"/>	moderately agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>
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7. I could just as well be working for a different organization as long as the type of work were similar

strongly disagree <input type="checkbox"/>	moderately disagree <input type="checkbox"/>	slightly disagree <input type="checkbox"/>	neither disagree nor agree <input type="checkbox"/>	slightly agree <input type="checkbox"/>	moderately agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>
--	--	--	---	---	---	---

8. This organization really inspires the very best in me in the way of job performance

strongly disagree <input type="checkbox"/>	moderately disagree <input type="checkbox"/>	slightly disagree <input type="checkbox"/>	neither disagree nor agree <input type="checkbox"/>	slightly agree <input type="checkbox"/>	moderately agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>
--	--	--	---	---	---	---

9. It would take very little change in my present circumstances to cause me to leave this organization

strongly disagree <input type="checkbox"/>	moderately disagree <input type="checkbox"/>	slightly disagree <input type="checkbox"/>	neither disagree nor agree <input type="checkbox"/>	slightly agree <input type="checkbox"/>	moderately agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>
--	--	--	---	---	---	---

Please note: The complete version of this Organisational Commitment questionnaire can be made available on request.



Talent Mindset Index

PART 1: BIOGRAPHICAL DATA

Please can you provide your biographical information, in order to study trends within the group? Where necessary, please select the appropriate option by marking an X.

1. Please indicate whether you consent to participate in this research:

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

2. Please insert your company name:

3. Job Title

4. Job Level within organisation

Supervisory	<input type="checkbox"/>	Middle Management	<input type="checkbox"/>	Senior Management	<input type="checkbox"/>
Executive	<input type="checkbox"/>	Generalist	<input type="checkbox"/>	Specialist	<input type="checkbox"/>
Support	<input type="checkbox"/>				

5. Age

6. Gender:

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
------	--------------------------	--------	--------------------------

7. Race:

African	<input type="checkbox"/>	Coloured	<input type="checkbox"/>	Indian	<input type="checkbox"/>	White	<input type="checkbox"/>	Other	<input type="checkbox"/>
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8. What is your home language

English	<input type="checkbox"/>	Afrikaans	<input type="checkbox"/>	Sepedi	<input type="checkbox"/>	Sesotho	<input type="checkbox"/>
Setswana	<input type="checkbox"/>	isiSwati	<input type="checkbox"/>	Tshivenda	<input type="checkbox"/>	IsiZulu	<input type="checkbox"/>
IsiNdebele	<input type="checkbox"/>	isiXhosa	<input type="checkbox"/>	isiTsong	<input type="checkbox"/>	Other	<input type="checkbox"/>

9. Highest level of education/ qualifications

Grade 12	<input type="checkbox"/>	Diploma	<input type="checkbox"/>	Diploma	<input type="checkbox"/>	Three year degree	<input type="checkbox"/>
Four year degree	<input type="checkbox"/>	Masters Degree	<input type="checkbox"/>	Doctors Degree	<input type="checkbox"/>		

10. Number of years with the organisation

Less than	<input type="checkbox"/>	6mths to	<input type="checkbox"/>	1-2 years	<input type="checkbox"/>	3-5 years	<input type="checkbox"/>	6-10	<input type="checkbox"/>	More than 10	<input type="checkbox"/>
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6 months	1 year				years		years
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11. Please indicate on what basis you are employed with the organisation

Permanent <input type="checkbox"/>	Temporary <input type="checkbox"/>	Fixed Term Contract <input type="checkbox"/>	Hourly Paid <input type="checkbox"/>
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12. Please give a rough estimate of the total number of hours you work in a typical week

Up to 10 <input type="checkbox"/>	11-20 <input type="checkbox"/>	21-30 <input type="checkbox"/>	31-40 <input type="checkbox"/>	41-50 <input type="checkbox"/>	51-60 <input type="checkbox"/>	60 or more <input type="checkbox"/>
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13. Do you use your full entitlement of annual leave

Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Always <input type="checkbox"/>
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14. Please indicate how long you intend to remain with your current organisation

Less than one year <input type="checkbox"/>	1-2 years <input type="checkbox"/>	3-4 years <input type="checkbox"/>	5 years or more <input type="checkbox"/>
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15. I feel motivated in my current position

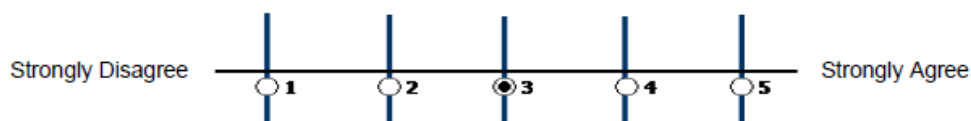
Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree/disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
--	-----------------------------------	---	--------------------------------	---

16. I understand the impact of my role on the achievement of organisational goals

Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neither agree/disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly Agree <input type="checkbox"/>
--	-----------------------------------	---	--------------------------------	---

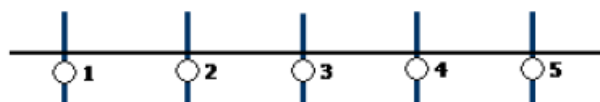
PART 2: Talent Mindset Index

Please select the appropriate option on the continuum ranging from strongly disagree to strongly agree from 1 to 5.

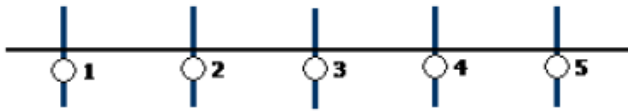


To what degree do you experience that:

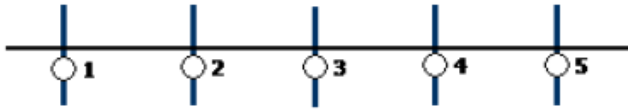
1. Top executives have a deep conviction and abiding belief that better talent results in superior organisational performance



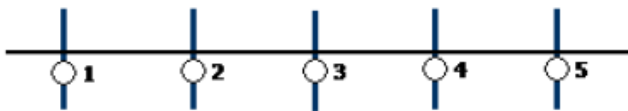
2. The organisation's mission statement, goals, and/or values directly and explicitly support the organisation's commitment to human capital



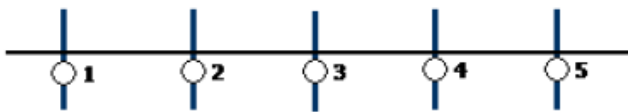
3. Talent standards are set very high, there is a shared understanding of what these standards are, and the organisation does not compromise these standards in order to make a quick or easy hire



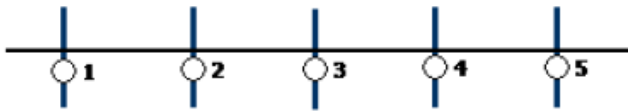
4. Issues related to talent acquisition, development, deployment and retention receive as much attention as budget and operational issues



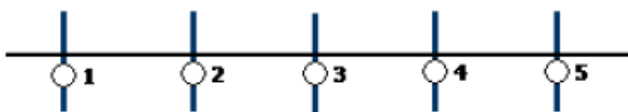
5. Executives spend at least 30% of their time strengthening talent pools and understand that this responsibility cannot be delegated



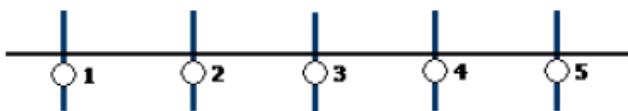
6. The organisation's strategy drives the most effective use and deployment of human capital



7. The organisation's performance management, technology, and recognition systems helps to ensure that talent is focused on achieving the most important strategic and business goals



8. Executive management does not hesitate to bring in new talent if current levels are not sufficient



9. The organisation is always looking for new top talent, regardless of specific job requisitions of opening

Please note: The complete version of this Talent Mindset Index questionnaire can be made available on request.



APPENDIX B
- Informed consent form -



**Informed consent for participation in an academic
research study**

Dept. of Human Resource Management

**THE RELATIONSHIP BETWEEN THE TALENT MINDSET AND ORGANISATIONAL
COMMITMENT OF ACADEMIC HEADS OF DEPARTMENTS**

Research conducted by:

Ms. S.A. Malherbe (4406532)
Cell: 082 533 8801

Dear Respondent

You are invited to participate in an academic research study conducted by Shelley-Ann Malherbe, a Masters student from the Department of Human Resource Management at the University of Pretoria.

The purpose of the study is to investigate whether the heads of departments in higher education institutions in South Africa have a talent mindset and whether a relationship exists between their talent mindset and organisational commitment

Please note the following:

- This study involves an anonymous survey. Your name will not appear on the questionnaire and the answers you give will be treated as strictly confidential. You cannot be identified in person based on the answers you give.
- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.
- Please answer the questions in the attached questionnaire as completely and honestly as possible. This should not take more than 20 minutes of your time
- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.
- Please contact my supervisor, Prof K.J Stanz (karel.stanz@up.ac.za), if you have any questions or comments regarding the study.

Please sign the form to indicate that:

- You have read and understand the information provided above.
- You give your consent to participate in the study on a voluntary basis.

Respondent's signature

Date